



Kenton County School District | It's about ALL kids.

# Issue Paper

**DATE:**

July 21, 2022

**AGENDA ITEM (ACTION ITEM):**

**Consider/Approve the 2022-23 Kenton County School District Code of Conduct and Expected Behavior.**

**APPLICABLE BOARD POLICY:**

**09.42 Student Conduct**

**HISTORY/BACKGROUND:**

The Board updates the Student Discipline Code at least every two years. This year the Code was reviewed and revised. The Code will be posted on our district website and it will be tied to a QR Code for easy access. Stakeholders can also request a printed copy from the school. .

**FISCAL/BUDGETARY IMPACT:**

**0.00**

**RECOMMENDATION:**

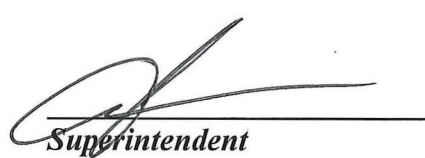
**Approval of the 2022-23 Kenton County School District Code of Conduct and Expected Behavior.**

**CONTACT PERSON:**

Tom Arnzen

  
Principal/Administrator

  
  
District Administrator

  
Superintendent

*Use this form to submit your request to the Superintendent for items to be added to the Board Meeting Agenda. Principal –complete, print, sign and send to your Director. Director –if approved, sign and put in the Superintendent’s mailbox.*

# Kenton County School District Code of Conduct and Expected Behavior 2022-23

Dr. Henry Webb, Superintendent

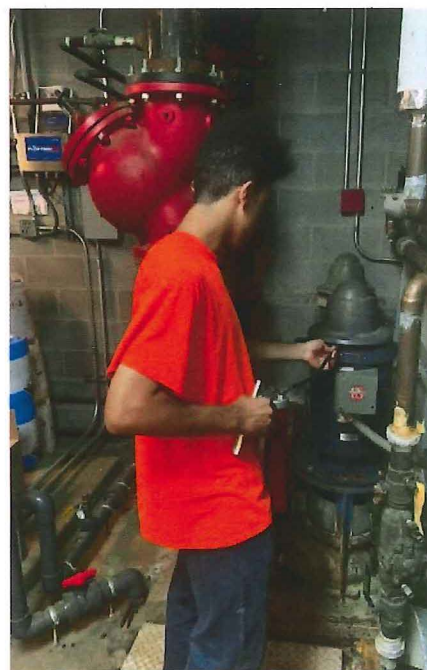
Board Members:

Carl Wicklund, chairperson;

Jesica Jehn, vice-chairperson;

Karen Collins, Gene Dupin

and Shannon Herold



Kenton County School District | It's about ALL kids

## Mission

**The mission of the Kenton County School District is to provide a world-class education ensuring ALL students are transition ready and prepared for the 21st Century Economy.**

## Motto

**It's about all Kids!**

## District-Wide Goals

- **Transition Readiness Rate 100%**
- **Attendance Rate 96.25%**

### Core Beliefs

- *It's About ALL Kids.*
- *It is our responsibility to ensure every child reaches his or her maximum learning potential.*
- *All students deserve a safe, positive and supportive environment.*
- *Every student should have an adult advocate in the school setting.*
- *Students learn best when actively engaged in the learning process.*
- *Maintaining high expectations leads to higher levels of student achievement.*
- *All students are inspired to learn when provided rigorous, relevant, innovative and creative learning opportunities in a positive environment.*
- *Recognition and appreciation of cultural, social, physical and economic differences creates a healthy learning community.*
- *Sharing and using results to inform our decisions about instruction, resources and curriculum leads to higher levels of student achievement.*
- *Students, educators, staff, families, businesses and the community share in the responsibility for creating an environment in which all students can learn and succeed at high levels.*
- *High quality public education is essential to our democracy and economic growth.*

### CBAS Pillars

- **Student Learning and Progress**
  - *Ensure academic success for all students so that every student reaches his/her maximum learning potential*
- **Student Readiness**
  - *Ensure all students are prepared with the knowledge, skills and dispositions to be transition ready*
- **Engaged, Well-Rounded Students**
  - *Engage students in a way that contributes to their overall development and future wellbeing*
- **Community Engagement and Partnerships**
  - *Ensure all stakeholders in the community have the opportunity to meaningfully engage and support all schools in the KCSD*
- **Professional Learning/Quality Staff**
  - *Ensure that every student has quality teachers and adults that promote the learning and well-being of students*
- **Fiscal and Operational Systems**
  - *Ensure the district is financially responsible/efficient and using its resources to further the district mission*
- **Safety and Well-Being**
  - *Ensure students are educated in an optimal environment that is safe, secure, and conducive to learning. This includes both physical safety as well as the social/emotional needs of each student*

## 2022-23 Code of Conduct & Expected Behavior

### PHILOSOPHY AND RATIONALE

Our policies and procedures have been developed through the cooperative efforts of students, parents, teachers, and administrative personnel of the Kenton County School District using a variety of sources designed to improve and maintain a positive and safe learning environment. We ask that all students, staff and members of our learning community treat others as you would like to be treated. Using “Positive Behavioral Intervention and Supports” (PBIS), we strive to maintain a positive school culture through the expectations and rules for conduct for our students, staff and our learning community.

This document has been developed for the following purposes:

- To provide consistent and equitable treatment of all students in the Kenton County School District.
- To outline disciplinary procedures to ensure that students learn in a positive and safe environment.
- To inform all concerned parties of regulations and behavioral procedures affecting the educational program as it pertains to individual rights and responsibilities.
- To provide the basic procedures which will be followed in disciplinary matters and the meanings and explanations of the procedures and the violations.

The **Kenton County School District Code of Conduct & Expected Behavior** outlines expected behaviors for students and consequences for actions. Students will be

responsible for adherence to this code in school, at school sponsored or related activities, on school buses, and at any extra-or co-curricular activities at, or away from school. Students will be subject to school discipline for any violation of the code at all school related functions including, but not limited to, buses, traveling to and from school, regular school day activities, extracurricular and curricular activities at home, school facilities, or away from school.

The **Code of Expected Conduct & Expected Behavior** is reviewed and updated every two years by the school community and the Board of Education to ensure an effective document, which meets the changing needs of the educational community. This document was updated in July of 2022. Minor changes are made during off years and the document is approved annually by the Board of Education per board policy. Board Policy **09.42** AND **09.438**

*The Kenton County School District does not discriminate on the basis of race, color, national origin, sex, disability, or age in its programs or activities and provides equal access to the Boy Scouts, Girl Scouts of the United States of America, and other designated youth groups. The following persons have been designated to handle inquiries regarding the non-discrimination policies:*

### **Assistant Superintendent for Human Resources**

1055 Eaton Drive  
Ft. Wright, KY 41017  
(859)344-8888

## The Kenton County School District: School Phone Numbers

Beechgrove Elementary	859-371-1636	Summit View Academy	859-359-9600
J.A. Caywood Elementary	859-341-7062	Turkey Foot Middle School	859-341-0216
Ft. Wright Elementary	859-331-7742	Twenhofel Middle School	859-356-5559
Kenton Elementary	859-356-3781	Woodland Middle School	859-356-7300
Piner Elementary	859-356-2155	Dixie Heights High School	859-341-7650
R.C. Hinsdale Elementary	859-341-8226	Scott High School	859-356-3146
River Ridge Elementary	859-341-5260	Simon Kenton High School	859-960-0100
Ryland Heights Elementary	859-356-9270	Ignite Institute	859-817-3570
Taylor Mill Elementary	859-356-2566	N Ky. Youth Development Ct	859-356-3091
White's Tower Elementary	859-356-9668	Transportation Department	859-356-5050

### EXPECTED BEHAVIOR

It is our goal for all parents/guardians, and staff:

- To instill positive behaviors and attitudes for a lifetime.
- To set a good example for others to look up to and admire.
- To be respectful of others.
- To make the world a better place.
- To know the difference between right and wrong, and do what is right.

It is our goal for all students:

- To have a positive attitude.
- To set a good example for others to look up to and admire.
- To be respectful of others.
- To make the world a better place.
- To know the difference between right and wrong, and do what is right.

Our students, staff and parents/guardians are expected to be:

- Respectful
- Trustworthy
- Responsible
- Caring
- Fair
- Positive Citizens

**All property and school campuses under the direction of the Kenton County School District are tobacco free. The use of any tobacco product, alternative nicotine product, or vapor product as defined in KRS 438.305 is prohibited twenty-four (24) hours a day, seven (7) days a week.**

As superintendent of the Kenton County School System, it is my honor to welcome everyone back for another great year of teaching and learning. We trust that everyone is excited about the 2022-2023 school year, and we would like to welcome all of our new students and new staff. Thank you for choosing to join TEAM KENTON!

We have a district of excellence, and we continue to focus on intentional growth as we are committed to becoming a World Class school district for our kids. We have an outstanding Board of Education that provides excellent leadership through the adoption of goals and district oversight.

District Goals:

- Transition Readiness Rate, 100%
- Attendance, 96.25%

Additionally, our board has adopted our Community Based Accountability System (CBAS) to ensure that our district is a "forward facing" school district. Ninety-six staff, students, parents and business individuals participate on our seven pillar action teams to develop key questions and monitor (or signal) our progress in our CBAS model. This model ensures we have a holistic approach to accountability that enables us to meet the needs of all of our students. More information on our CBAS model can be viewed here: <https://www.kenton.kyschools.us/mc/cba>

We understand and embrace our challenging goals that require our district to focus on the whole child to ensure every child is College and/or Career ready and prepared for the 21st Century Economy. TEAM KENTON believes "It's About All Kids" and is committed to doing "whatever it takes" to ensure we meet our goals for our kids.

Nothing great is achieved alone, and we know that our TEAM KENTON extended family (to include our parents, families and community members) are outstanding partners that help us meet the needs of our KIDS and our district. We extend a very special thank you to our amazing TEAM KENTON and our extended family for your unwavering commitment to our TEAM. Together, we will make the KCSD World Class for our kids!

Honored to serve,



Henry Webb, Superintendent

Superintendent

Kenton County Schools

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*Stay in the know by following the KCSD on twitter @TheKCSD.*

## **The Kenton County School District Code of Expected Behavior and Conduct**

Each student is given information on how to access the Kenton County School District Code of Expected Behavior and Conduct electronically. Schools will provide a printed copy by request. This code is viewed as a minimum requirement for students of the Kenton County School District. School Based Decision Making Councils (SBDM) at each school may strengthen individual rules of the Code of Expected Behavior and Conduct with review and/or approval of the Kenton County Board of Education. Schools will publish all areas where school policy is stronger than the Code of Expected Behavior and Conduct. An example could be school dress codes. Our District Enrollment form which is completed by a legal parent/guardian states, "If you did not receive the Kenton County School District Code of Expected Behavior and Conduct which includes Regulations for Riding School Buses, please contact the school for a copy or request a copy in another language." Click the link to access the [2022-23 Enrollment Form](#).

### **Student Rights and Responsibilities**

Students have many rights which include access to a system of public education that meets the needs of the individual student in an educational environment that is safe and stable. Student responsibilities include being accountable for their own conduct and for consideration for the rights and property of others.

### **Parent Rights and Responsibilities**

Parents' rights include sending their child to a school with a safe, stable environment where learning is valued. Parents have a number of responsibilities that include instilling in their children the value of an education, a sense of responsibility and respect

### **Teacher Rights and Responsibilities**

Teachers have the right to a stable, safe work

environment where they can teach skills and concepts while caring for the overall developmental needs of the whole child. Teachers' responsibilities include presenting subject matter and experiences to students and to inform parents and students of positive academic achievements as well as problematic performance or behaviors. The information above is an abridged overview of the full series of "Rights and Responsibilities." The full version can be found in the [Kenton County Board of Education "Policies and Procedures" Manual](#).

### **Maintaining a Safe and Drug Free Environment**

The Kenton County Board of Education is committed to student safety and providing a safe and drug free school environment. This begins with a comprehensive approach to school safety. At the frontline of this commitment to school safety are School Resource Officers in all of our school buildings.

~~The School Board also authorized a major capital construction project last spring that involves every school building. The construction project involves the design of a new front entrance for the last two remaining schools without the single monitored entrance. This new work also involves improvements to all existing school building entrances with upgrades designed in accordance with the latest thinking around school safety and security.~~ The Kenton County School District maintains an extensive ~~project also includes~~ new security cameras system (interior and exterior) ~~and~~ that is integrated with the door access controls at each school location. Single monitored visitor screening systems are managed at each school entrance. ~~Upgrades in security lighting and fencing are taking place at many school sites. The construction work began in late spring of 2020 and is slated to continue throughout the school year 2020—2021.~~ All schools have well defined safety plans and



procedures which are implemented and practiced. Each school has established a school safety team to regularly review school safety plans for prevention and improvement.

The District has also established a District Safety Team. Every Kenton County School is assessed independently by the State School Security Marshal and monitored for safety and security. All School Level Safety Teams are trained with PREPARE model for crisis prevention and intervention. ~~School Safety Teams will be trained in the PREPaRE model for crisis prevention and intervention beginning in the summer of 2019.~~ To learn more about PREPaRE visit this link: [PREPaRE](#). Staff and students are trained in A.L.I.C.E. to help them be better prepared if faced with a dangerous intruder. A.L.I.C.E. is the acronym for Alert -Lockdown -Inform -Counter -Evacuate. Schools participate in drills at least four times per year. Collaboration with local law enforcement is key. We work closely with local law enforcement to provide school resource officers at all Kenton County Schools and support a safe and secure learning environment in all of our schools. To learn more about the KCSD weather and safety protocols visit this video link:

#### **KCSD Weather and Safety Protocols**

District and school administrators take all threats to school safety seriously and encourage an open line of communication with students, families, and the communities to report any threat to student or school safety. Safety concerns should be reported directly to the school, ~~district~~, local law enforcement, the KCSD Helpline at 859-341-KIDS, or to the Kentucky Office of Homeland Security's anonymous [S.T.O.P Tipline](#) at 866-393-6659.

School administration may conduct random or systematic administrative searches of lockers,

desks, parking lots, and other facilities which are the exclusive property of the Kenton County Board of Education. Searches must be based on reasonable suspicion. This also extends to school sponsored events. Under the requirement of the 4th Amendment, when there is reasonable suspicion pointing to a specific student that a school rule or criminal statute has been broken, the student and his/her property may be searched by school officials following reasonable suspicion, but need not be supported by search warrant or probable cause.

We are committed to fostering a safe and drug free environment for all students. If you feel your child has a problem with illegal substances or alcohol, we encourage you to contact your child's school for resources including individual counseling, group counseling, and contacts for professional help. The district also maintains a list of agencies and individual counseling services in the community. Use this link to access the lists: [Community Agencies: Counseling Services](#)  
[Individual Practitioners in NKY](#)

#### **Notification of Police and Removing Students in accordance with [KRS 158.150](#) & [KRS 158.154](#)**

The Kenton County School District has adopted policies mandating when the principal has a reasonable belief that an act has occurred on school property or at a school-sponsored function involving assault resulting in serious physical injury, a sexual offense, kidnapping, assault involving the use of a weapon, possession of a firearm in violation of the law, possession of a controlled substance in violation of the law, or damage to property, the principal shall immediately report the act to appropriate local law enforcement. Also, school administrators, teachers, or other school personnel may immediately remove or cause to be removed threatening or violent students from a school building setting or from a district

transportation system pending any further disciplinary action that may occur.

### **Family Educational Rights and Privacy Act (FERPA)**

In accordance with the **Family Education Rights and Privacy Act**, parents may review all education records relating to their child. This right is extended to students at age eighteen. **Students have a right to an expectation of privacy while on school grounds. Due to this, unauthorized taping, duplication, audio, video, or other means or methods are strictly prohibited.** Parents also have the right to file complaints if the district does not comply with this act. Parents of graduated students, enrolled in a program for exceptional children, or of students who have otherwise left school, may request the destruction of any personally identifiable information, which was used for the identification, evaluation, or placement of the exceptional child. Such requests must be in writing to the Special Education Director. In accordance with federal regulations concerning the transfer of educational records, this district will forward records on request to a school in which students seek to enroll. Upon written request, parents can obtain copies of these records and discuss these records if necessary. Parents may request information from the school regarding the professional qualifications of their child's classroom teacher.

**Note: All student records are confidential and are only released with proper authorization**

### **Curriculum**

The KCS D is committed to ensuring every student has access to a high quality curriculum from preschool to 12th grade. Each school's curriculum is aligned to the KY State Standards and is approved by the school's Site Based Decisionmaking Council (SBDM). If you have questions regarding the curriculum being taught at your student's school, please review the following policies and procedures.

#### **8:1 Curriculum**

Board Approved: July 11, 2022  
<https://www.kenton.kyschools.us>

#### **8:11 Course of Study**

##### **08.1353 Controversial Issues**

##### **08.2322 Review of Instructional Materials**

##### **08.2322-AP.1 Review of Challenged Materials**

##### **08.2322-AP.21 Request for Reconsideration of Instructional/Library Materials**

### **Virtual Learning Program (VLP)**

Students in grades K-12 may participate in a rigorous online learning program at no cost to the family. Students accepted into the Virtual Learning Program may have the opportunity to earn a Kenton County basic diploma or a diploma from their school of residence if the student meets the specific graduation requirements of that school. In addition, students accepted into the VL Program will be able to utilize the district resources, such as tutoring and counseling. Lastly, students accepted into the VL Program will be able to participate in extracurricular activities at the school of residence such as: sports, clubs, theater, and band. VL Program students are on a contract and must remain in good standing to continue in the program. **Approval into the VL program is on an annual basis.**

#### **VLP Student Application**

### **Requirements for School Entry**

Kentucky Revised Statutes and Kentucky Administrative Regulations require the following information on students enrolled:

- A certified birth certificate
- Preventative Health Care Examination upon first entry and entering grade 6. This exam may be completed up to one year prior to entry and be on file within 30 days of the child's enrollment. **702 KAR 1:160**
- A current and valid immunization certificate upon enrollment. **902 KAR 2:060/KCS D Board Policy 09.211**
- Proof of a dental screening or examination by a dentist, dental hygienist, physician, registered nurse, nurse practitioner, or physician assistant to be presented to the school

no later than January 1 of the first year that a 5 or 6 year old child's enrollment.

**KRS 156.160 (j)**

- Proof of a vision examination by an optometrist or ophthalmologist to be presented to the school no later than January 1 of the first year that a 3, 4, 5, or 6 year old child's enrollment. **KRS 156.160 (1)(i)**

Parents are responsible for providing and updating these records prior to the start of school. Students will be excluded from school if they do not have the proper health records. If you have any questions, contact your child's school.

Click here to access:

**Essential Enrollment Information**

**Health Requirement Guidelines**

**Student Physical Form**

**Dental Exam Form**

**Vision Exam Form**

## **Expected Bus Behavior**

### **Conduct on the Bus**

- Students must arrive at the bus stop on time. (It is recommended to arrive 5 minutes before scheduled pick-up time).
- Students are not to damage the bus and should report any damage to the bus driver. If they do cause damage, their parents or guardians may be held responsible for restitution.
- Students are to obey the driver promptly.
- Students are not to interfere with the vision of the driver.
- Students are not to lean out the bus windows. They must keep their arms, legs, head, and property inside the bus.
- Students are not to block the aisle of the bus or transport animals on the bus. The driver shall not permit the transport of any object that would block the bus aisle or exit in case of a collision under **702 KAR 5:080 Section 7(2)(e)**.
- At no time shall students be permitted to eat, drink, or use tobacco products while riding the bus. **702 KAR 5:080 Section 7 and 17**
- Use of electronic communication devices may be permitted providing that the device is not causing a disturbance to others and /or the volume is low enough that instructions can be heard by the driver.
- Picture taking, video recording, and ringing cell phones are prohibited. The ride to and from school are considered school hours and the applicable board policy will apply. For more information refer to the Violations/Definitions section of this document under Communication Devices/Cell Phones.
- Students are to leave the bus only at their regular bus stop or at the school, unless they have written permission of a school administrator.
- Students are to respect the people they pass while on the bus. They are not to yell or make signs to those the bus passes along the road.

The ***privilege*** of riding a school bus will depend upon students obeying the following rules and procedures in accordance with the Kenton County School District and under **702 KAR 5:030 Section 19-20**. These behavioral expectations apply to students, drivers, and others, whether going to and from home, at the bus stop, on the buses, on our school grounds or in our school buildings.

***NOTE: The term "school bus" shall include district-owned vehicles that meet the standards or specifications of the KY Department of Education authorized by law.***

- Students who cross the roadway must cross in front of the bus after the driver signals that it is safe to do so.

The bus driver will assist the principal or school administrator in seeing that the above rules and procedures are followed. If any student persists in violating these procedures, the bus driver shall notify the school administrator and transportation manager. In addition, the school administrator may suspend bus-riding privileges if the student continues to disobey the rules and procedures. The principal may consult with the transportation department. If a suspension from the bus becomes necessary, the principal shall notify the parents orally with a written notice to follow. A copy of the notice is sent to the Director of Transportation. The principal has the responsibility of maintaining discipline on all school buses servicing his or her school. The principal is authorized to suspend immediately, as a disciplinary measure, bus riding privileges for any student who is reported to him/her by the bus driver.

**NOTE: These directives reflect minimum standards. When a student is found to be in violation of the School Bus Policy as outlined in The Kenton County Code of Acceptable Behavior and Conduct, additional disciplinary consequences may be levied at the principal's discretion as the situation warrants.**

### Frequently Asked Questions about Transportation

#### **Due Process**

- Drivers will report unusual or repeated behavior problems to the principal and parents by using a Bus Conduct Report.
- ~~Parents should be encouraged to solve the problem before the privilege of riding the bus is revoked.~~
- If, after consultation with the parents, the problem persists, then parents should be notified in writing of the suspension of bus riding privileges with proper documentation justifying this action.
- For permanent suspension of bus riding privileges, the parents must first be notified and given the reasons why this action is necessary.

*Students who lose their riding privileges shall not be eligible to transfer to another bus while privileges are suspended. Parents are responsible for arranging transportation for their children to and from school. (In cases which involve students with disabilities, the procedures mandated by federal and state law for students with disabilities shall be followed.)*

After complying with the above procedures, the superintendent or principal is authorized to exclude a student from transportation services.

#### **Bus Seating, Passes, and Issues**

Similar to classrooms, bus drivers have the

right to assign students to seats and limit items brought on the bus. No students will be transported on a bus other than his/her own without a pass that has been signed by the school official. Depending on bus route size, passes may be limited by the school or the transportation department. If there are problems on the bus, please contact the The Kenton County School District Transportation Department.

#### **Bus Buddy**

Bus Buddy makes it easy for parents and guardians to monitor the status of their child's bus. While everything possible is done to

assure that the buses operate on schedule, situations arise that can cause delays in their arrival times at a student's stop. Bus Buddy is a mobile app which can be accessed via a smartphone, laptop, or home PC (as long as the device has Internet connectivity and can access the Web). If there is a question on the status of a particular bus, parents and guardians can access Bus Buddy, which will display the current status and location of that bus. Should the transportation department wish to inform users of a significant delay for a bus or all buses, this app can show the anticipated delay time, i.e. one hour delay due to weather. For instructions to use Bus Buddy please visit the KCSD website Transportation page for directions to access the portal. Bus Buddy

For more information about Bus Buddy, check out this video : <https://youtu.be/zq0zsSA016l>

### **Preventing Bullying Behaviors (KRS 158.154, 158.155, 158.156)**

**Treat others as you would like to be treated.**

#### ***What is Bullying?***

*According to **KRS 158.148**, bullying means any unwanted verbal, physical, or social behavior among students that involves a real or perceived power imbalance and is repeated or has the potential to be repeated.*

- 1. The behavior occurs on school premises, on school sponsored transportation, or at a school sponsored event.*
- 2. The behavior disrupts the educational process.*

#### **Bullying and/or Cyber-Bullying**

- Placing a person in reasonable fear of harm to his or her emotional or physical well-being **or**
- Creating a hostile, threatening, humiliating or abusive educational environment due to the pervasiveness or persistence of actions

or due to a power imbalance between the bully and the target **or**

- Interfering with a student having a safe school environment that is necessary for successful educational performance, opportunities or benefits **or**
- Perpetuating bullying by inciting, soliciting or coercing an individual or group to demean, dehumanize, embarrass or cause emotional, psychological or physical harm to another person.

#### ***What distinguishes bullying from other behaviors?***

Bullying refers to:

- Intentional actions that harm, intimidate or humiliate another person physically, emotionally and/or socially.
- Repeated behaviors over time
- Actions which occur within the context of an imbalance of power between the bully and the victim.

***Because we believe every student deserves a safe learning environment, the Kenton County School District is committed to dealing with bullying behaviors in our schools.***

To help the student who is the target of bullying behaviors:

- We strive to identify the student who is using bullying behaviors, administer consequences for bullying behavior, and help our students learn new ways of relating to others.
- We educate our school community of the serious impact of bullying behaviors in order to respond consistently to all instances of bullying.
- *We report incidents to law enforcement as required by state statutes.*

#### ***Bullying behaviors, what do they look like?\****

- Inappropriate physical contact, including hitting, kicking, shoving, pushing

- Intimidating and threatening comments either verbal, written, or electronic
- Name calling or put-downs
- Malicious manipulation of others to do things they don't want to do
- Setting someone up to be bullied
- Excluding from the group
- Spreading rumors or hurtful gossip
- Cyberbullying
- Hiding or destroying someone's belongings

## How Can You Help Prevent Bullying at Your School?

### Are YOU being Bullied?

1. Tell a trusted adult what is happening (like your parents, teacher, principal, bus driver or guidance counselor)
2. Stay in a group so you won't be an easy target and so others can help.
3. Try to stand up to the person who is bullying you. Tell him/her you do not like it, what he/she is doing is wrong, and you want it stopped.
4. Make a joke. Sometimes humor can make a bad situation more manageable.
5. Remember it's not your fault; no one deserves bullying.

### Do YOU Bully Others?

1. Think about what you are doing and how it makes others feel. Think about their feelings, and then don't do it!
2. Hurting others and making them feel bad is never cool. Think how you feel when you're hurt.
3. Talk to an adult if you are not sure why you bully others or how to stop, you need to talk about it. A trusted parent, teacher or counselor can help you change.
4. Treat others as you would like to be treated.

### Do YOU Witness Bullying?

- Standing by and watching bullying behavior
- Stalking
- Hurtful teasing or making fun of someone

*\*Examples may include but may not be limited to the list above.*

1. Support someone who is being bullied. Spend time and include him in activities or just talk to show you care.
2. Stand up to the person doing the bullying. Try to get other kids to join you. It's not easy, but it works. When a bully sees that other kids don't think bullying is cool, he's more likely to stop.
3. Report bullying to an adult. Kids who are bullied may fear things will just get worse if they talk about it; kids who know they can't get away with bullying may stop.

## SEE SOMETHING, SAY SOMETHING



The safety of our students is our number one priority. If you are being bullied or know someone who is being bullied, please report it. If you know of an unsafe situation for a student or a school, please report it. If you don't feel comfortable telling an adult, make an anonymous report using the [S.T.O.P. Tipline](#).

### Specific Steps to Report Bullying

If you or someone you know is being bullied or know of any unsafe conditions, please report to

any Kenton County Employee (teacher, counselor, advisor, principal, secretary). You may also report anonymously on **S.T.O.P Tipline**.

Employees are expected to take reasonable and prudent action in situations involving student welfare and safety, including following District policy requirements for intervening and reporting to the Principal or to their immediate supervisor those situations that threaten, harass, or endanger the safety of students, other staff members, or visitors to the school or District. Such instances shall include, but are not limited to, bullying or hazing of students and harassment/discrimination of staff, students or visitors by any party.

Students who believe they have been a victim of bullying or who have observed other students being bullied shall, as soon as reasonably practicable, report it. Bullying reports should be made in person, orally over the phone, or in writing to school administrators.

Some instances of peer-to-peer bullying/hazing/harassment, require the employee to report to the alleged victim's Principal, as directed by **KCSD Board Policy 09.42811**. The Principal/designee shall investigate and address alleged incidents of such misbehavior. In each school building, the Principal is the person responsible for receiving reports of harassment/discrimination at the building level. Otherwise, reports of harassment/discrimination may be made directly to the Office of the Superintendent/Designee. Additionally, if sexual discrimination or harassment is being alleged, reports may be made directly to the District Title IX Coordinator. Complaints of harassment/discrimination, whether verbal or written, shall lead to a documented investigation. Without a report being made to the Principal, Superintendent/Designee, or Title IX/Equity Coordinator, the District shall not be deemed to have received a complaint of harassment/ discrimination.

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In applicable cases, employees must report bullying and hazing to appropriate law enforcement authorities and complete documentation as required by the District's harassment/discrimination policies covering federally protected areas.

*If your child is involved in an incident related to **KRS 158.156**, the Principal shall notify parents/guardians in writing and create an incident report with police if required.*

Links to KCSD Board Policies:

**KCSD Board Policy 09.422: Bullying and Hazing**  
**KCSD Board Policy 09.42811: Harassment and Discrimination**  
**KCSD Board Policy 09.2211: Employee Reports of Criminal Activity**

Links to KCSD Board Procedures:

**Bullying Incident Reporting Form (Fillable PDF)**  
**Documentation of Reporting Required by Law 09.2211 AP.21 (Report made by Employee) Harassment and Discrimination Investigation and Appeals 09.42811 AP.21**  
**Harassment and Discrimination Reporting Form 09.42811 AP.2**  
**Parent Notification of Code Violation 09.438 AP.21**  
**Witness Disclosure Form 09.42811 AP.22**  
**Resolution Response for Harassment/Discrimination Complaint/Appeal 09.42811 AP.24**

Additional Resources for Bullying:

**Conflict vs. Bullying: What's the Difference?**

*This website link gives a detailed explanation between the two and includes resources and videos.*

**Cyberbullying**

*This links to specific resources developed by the U.S. Department of Health and Human Services which*

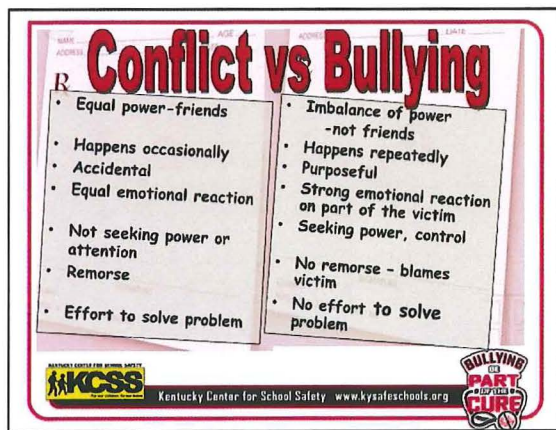
gives more information and resources specifically around cyberbullying.

## Child Abuse

Child Abuse Per KRS 620.030, any school personnel who knows or has reasonable cause to believe that a child under eighteen (18) is dependent, abused or neglected, or a victim of human trafficking, or is a victim of female genital mutilation, shall immediately make a report to a local law enforcement agency, the Cabinet for Health and Family Services or its designated representative, the Commonwealth's Attorney or the County Attorney.

### Reporting Telephone Numbers:

Cabinet for Health and Family Services 859.292.6340  
Kenton County Police 859.392.1940  
Kentucky State Police 800.222.5555  
Kenton County Attorney Office 859.491.0600  
Kenton County Commonwealth Attorney Office 859.292.6580



## Attendance

Every Absence Matters. As a district, we need your child at school everyday because showing up for school has a huge impact on a student's academic success starting in preschool and continuing through high school. Even as children grow older and more independent, families play a key role in making sure students get to school safely every day and understand the importance of good attendance for success in school and in life.

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We realize some absences are unavoidable due to health problems or other circumstances. We also know that when students miss too much school— regardless of the reason – it can cause them to fall behind academically. Your child is less likely to succeed if he or she is **chronically absent—which means missing 15 or more days over the course of an entire school year.**

Research shows:

- Children chronically absent in kindergarten and 1<sup>st</sup> grade are much less likely to read at grade level by the end of 3<sup>rd</sup> grade.
- By 6<sup>th</sup> grade, chronic absence is a proven early warning sign for students at risk for dropping out of school.
- By 9<sup>th</sup> grade good attendance can predict graduation rates even better than 8<sup>th</sup> grade test scores.

Absences can add up quickly. A child is chronically absent if he or she misses just two days every month.

### Clearly going to school regularly matters!

We don't want your child to fall behind in school and get discouraged. Please ensure that your child attends school every day and arrives on time.

Here are a few practical tips to help support regular attendance:

- Make sure your children keep a regular bedtime and establish a morning routine.
- Lay out clothes and pack backpacks the night before.
- Ensure your children go to school every day unless they are truly sick.
- Avoid scheduling vacations or doctor's appointments when school is in session.
- Talk to teachers and counselors for advice if your children feel anxious about going to school.

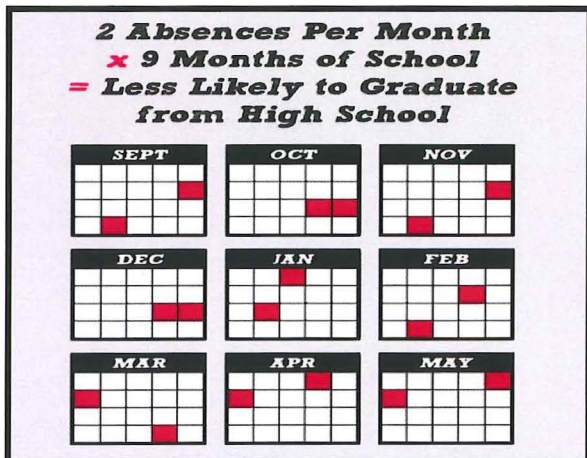


- Develop back up plans for getting to school if something comes up. Call on a family member, neighbor, or another parent to take your child to school.
- If your child is chronically ill, and under a doctor's care, communicate with the school to develop a plan to support your child's needs at home and at school.

As a school district, we are committed to your child's success. We are committed to working with your child and your family to identify and address obstacles to your child's attendance. We know missing school is usually the first warning sign a student could be struggling. **We will be contacting you when your child misses school. We will also be bringing it to your attention if your child has been chronically absent in the past or begins to miss days of school.** We want to be a partner in your child's success. If you have any questions or need more information about **chronic absenteeism and its impact please click on this link: [Absences Add Up: How School Attendance Influences Student Achievement](#)** This links to a research study from *Attendance Works* around the link between school attendance and student achievement.

**Importance of School Attendance**

*This links to a YouTube video from the US of Education around the importance of regular school attendance.*



**Chronic Absenteeism Vs. Truancy**

**Chronic Absenteeism:** This term refers to students who miss 10% or more of the school year. The absences can be excused or unexcused. Chronic absenteeism is not punitive as the consequence is not tied to discipline. The consequences are more long term because a student faces a lack of academic and/or social emotional progress and may fall behind his/her peers. A student can be chronically absent from school and not be truant because the absences are excused. This does not mean they are not impacted academically and socially by the missed instruction. Days missed from school add up quickly. It is important for parents, guardians, and students to be aware of how many days have been missed and be involved in discussions with the school to improve attendance.

**Truancy:** Truancy is punitive which means the student faces discipline for missing school. Truancy only focuses on the number of unexcused absences. Students who are habitually truant not only face the same lack of academic and social progress as a chronically absent student but also face court charges. Truant students have used the 10 days of district allowed parent notes and medical excuses.

**KRS 159.010 for Compulsory Attendance**

Parents, guardians, or custodians are required to send their child/children to school except as provided in **KRS 158.030**. Each parent, guardian, or other person residing in the state and having custody, guardianship, or in charge of any child who has entered the primary school program or any child between the ages of six (6) and eighteen (18) shall send their child to a regular public day school for the full term that the public school of the district in which the child resides is in session or to the public school that the Board of Education of the district makes provision for the child to attend.

**KRS 159.150 Definition of Truancy**

Any child who has been absent from school without a valid excuse for (3) or more days, or tardy on (3) or more days is a truant, regardless of the number of minutes tardy. Any child who has been reported as a truant (2) or more times is Habitual Truant.

### **KRS 159.150 Habitual Truancy**

Habitually Truant students are those with six (6) or more unexcused absences.

### **Attendance Procedures**

- Every student who is absent in the Kenton County School District will receive notification from the school their child attends. This notification may be a personal phone call or from an electronic messenger.
- In addition to the punitive consequences for truancy, school level interventions occur to support students and families and help reduce barriers to school attendance before the accumulation of 3 or more unexcused absences. This may include an attendance contract, a needs assessment, or referral for services.
- Chronically absent students and their parents/guardians will also receive notifications from the school and support to improve daily attendance.
- After 3 unexcused absences, a letter will be sent informing the parent/guardian of the absences and the consequences of accumulation of additional absences.
- After 4 unexcused absences, information is sent to the County Attorney's office. The County Attorney sends a letter to the parent/guardian explaining consequences of additional unexcused absences.
- After 6 unexcused absences, the parent/guardian is sent a Final Notice.
- If accumulation of further absences continue, one or more of the following actions may be taken by the district:

- Educational Neglect may be filed with the Cabinet for Families and Children
- Petition may be filed through Family Court for educational neglect
- Truancy petition may be filed with the Court Designated Worker

### **KCSD Attendance Policy**

The purpose of the KCSD Attendance Policy is to emphasize the importance of attendance to a student's education and the responsibility of the student and parent. Every effort has been made to provide consistency, fairness, and due process in its development. The Kenton County Attendance Policy not only allows for a limited number of excused attendance events, providing students and parents some flexibility, but also provides consequences for unexcused attendance events. Excessive, unexcused attendance events, including absences, tardies, late arrivals and/or early dismissals, may contribute to the loss of credits for the semester or retention for the school year. While all attendance events negatively affect student learning and performance, chronically absent students have attendance events exceeding 10% of the school year. They do not meet school attendance policies, which may impact credits, promotion, retention, and graduation. Disciplinary action for truancy may include a referral to Juvenile Court for Habitual Truancy or Educational Neglect.

#### **Attendance Events**

An Attendance Event includes any/all absences, tardies, late arrivals, and/or early dismissals. Attendance calculations are as follows: Tardy Events equal 35% or less of the school day. Half Day Events equal 36% - 83% of the school day. Whole Day Events equal 84% or greater of the school day.

#### **Excused Attendance Events**

**Students who are absent from school are required to have a legitimate excuse.** Within three (3) days of a student's return to school,

he/she must present a written and dated note signed by the parent/guardian or physician explaining the absence. **A maximum of ten (10) excused days each year may be excused with a signed note from a parent/guardian or doctor. If the note is not received within three (3) days of the absence, the absence becomes unexcused.** A principal may choose to excuse additional events such as a funeral/death of immediate family, court appearance, and other events at his/her discretion. Additional proof may be required to excuse the event.

**If there are more than ten (10) days excused, a Medical Excuse Form \*\* must be completed, stating the student was seen in the doctor's office and returned for review by school officials within three (3) days of the absence for the absence to be excused.**

Doctor's notes and/or the Medical Excuse Form are only accepted if the original note is submitted to the school or the excuse is faxed or emailed from the doctor's office. This form is available from the school or at the link below. The Medical Excuse Form gives the school permission to contact the physician to collaborate on ways to support the student at school. *Students who have been diagnosed with a chronic illness which impacts school attendance may consult with the Health Services Director to explore other documentation for chronic health conditions on a case by case basis.* It is also important to remember it is better to miss a partial day of school than a full day. If your child is well, please do not use a full day absence for an unavoidable scheduled appointment, oversleeping, or feeling better after waking up sick with no fever or contagious symptoms. Parents/guardians who are anticipating a student's extended absence due to illness or other health related issues (5 or more days) should contact the school for information on home/hospital instruction. Additional information about home/hospital instruction can be accessed here:

**[Home/Hospital Instruction](#)**  
**[Medical Excuse Form](#)**

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**\*\*If a student has a chronic or recurring illness that may cause more than 10 absences per the specified time period, the Medical Excuse Form should be completed prior to missing 10 days of school. The form will only pertain to excuses from the doctor who completed the form and saw the student in his/her office and will become effective on the date provided (not retroactively.) \*\*\***

Link to the Medical Excuse Form:

**[Medical Excuse Form](#)**

Due to COVID-19, it is essential that parents or guardians do not send students who are sick to school. If your child is experiencing any of the following symptoms: fever of 100.4 or higher, body chills, cough, shortness of breath, sore throat, loss of taste or smell, etc., please keep your child at home. If you are unsure if you should send your child to school, you may bring them to the school nurse for evaluation. If the nurse sends the student home, it will not count toward the 10 day excused absence total.

### **Unexcused Attendance Events**

Unexcused attendance events include skipping school, suspension, organized skip days, attendance events not accompanied by a note, or attendance events not meeting excused guidelines. Students with unexcused attendance events may not be permitted to attend school functions on unexcused absence days. Family vacations are considered avoidable and may be classified by the principal as unexcused.

### **Late Arrivals to School**

Late arrivals to school include any student who does not arrive at school on time. Schools have the discretion to assign consequences for students with unexcused late arrivals following the code of acceptable behavior guidelines. Chronic late arrivals will be treated as truant. **According to 702 KAR 7:125, Section 1(3), the State Law requires the legal parent/guardian sign in their elementary student.**

### **Classroom Tardies**

Students who are not in their classroom before the tardy bell rings are considered tardy. Schools have the discretion to assign consequences for students with unexcused tardies following the Code of Acceptable Behavior and Conduct guidelines.

### **Early Dismissals**

Any student who leaves school before the end of the school day is considered to have an early dismissal. Schools have the discretion to assign consequences for students with unexcused early dismissals following the Code of Acceptable Behavior and Conduct guidelines. Chronic early dismissals may be treated as truancy. *Depending on the time of the early dismissal, this attendance event may be coded as tardy in the school's computer system.*

### **Make-up Policy**

Make-up work is the sole responsibility of the student missing school. The student should refer to the school SBDM policy for make-up work guidelines.

### **No Pass/ No Drive**

No Pass/No Drive Law (**KRS 159.051**) pairs the responsibility of maintaining good grades and attendance in the classroom with the privilege of driving. The No Pass/No Drive law states that a student will be denied his or her driver's learning permit/license or have his or her license revoked for 1) academic deficiency 2) dropping out of school as a result of unexcused absences or 3) traditional drop out. A student shall be considered academically deficient when he or she has not received passing grades in at least four courses, or the equivalent of four courses (66%). If a sixteen or seventeen-year-old student (with a driver's permit or license) accumulates 9 or more unexcused absence events, does not meet the academic requirements, attendance requirements, or if they drop out of school, the school will report the student as noncompliant. **Any absences**

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**due to suspension shall be deemed as unexcused absence events.** At minimum, the student needs to be in compliance for an entire semester/trimester prior to reinstatement.

### **Educational Enhancement Opportunity (EHO)**

In accordance with **KRS 159.035 (2)**, up to 10 school days may be used to pursue an educational enhancement opportunity determined by the school principal to be of significant value. These opportunities may include, but are not limited to, participation in an educational foreign exchange program or an intensive instructional, experiential, or performance program in a core curriculum subject. To request a EHO, please request a copy from the school or access it at the link below. Once completed, please return it to the school principal for approval. **A student receiving an excused absence shall have opportunity to make up school work missed and shall not have his or her class grades adversely affected for lack of class attendance or class participation due to the excused absence. Students are responsible for making up work missed during this opportunity.**

### **Educational Enhancement Opportunity Form**

### **Health Services**

Each school is staffed with nursing services and a trained licensed Health Technician as needed to meet the health needs of students. Nurses are a resource for families of students who may be dealing with a short term or long term student illness. They can work with the family and doctor to share resources available in our schools to reduce the impact and anxiety caused by missing classroom instruction.

### **Medication and Guidelines for Health**

Any medication, prescription or non-prescription, which a student requires during school hours, should be delivered by a parent/guardian and given to the school nurse or designee. Any medication shared with

another student or found in a student's possession, including his/her backpack or locker, could result in suspension or expulsion. All unauthorized medications will be confiscated.

The **Kenton County School District - Administration of Medication Permission Form** must be completed and on file for students receiving any medication at school. Medication must be in the original container and have a label that matches the information on the permission form. The KCS D reserves the right to request the initial dose of medication is given outside of the school setting before permission is granted.

Medications containing narcotics for pain relief or sedation should not be sent to school. For their own safety, children requiring this level of medication should remain at home until this medication is no longer required during the school day. If this type of medication is required for a chronic condition, additional consideration may be made.

Link to the medication form:

**Kenton County School District Administration of Medication Permission Form**

### **Dress Code**

The SBDM Council at each school sets the guidelines for the student dress code. Please contact the school for the dress code policy.

### **Due Process**

In all discipline cases, school personnel will follow appropriate due process procedures. Ordinarily, a student shall not be suspended before being given oral or written notice of charges constituting suspension, an explanation of the evidence, and an opportunity to present their version of the facts. Whenever a suspension is being given as a consequence, the school will make every effort to contact parents and to share the specifics related to the case. Immediate suspension will only be used if it is essential for

safety reasons or to avoid disruption of the educational environment. In these cases, due process guidelines should occur by phone or by written statement within 3 school days following the suspension.

### **Grievance Procedures**

Parents questioning actions taken by the school may do the following:

1. For classroom matters, contact the teacher to discuss the problem.
2. If the teacher meeting does not resolve the problem, the teacher and parents can arrange a meeting with the principal.
3. If the problem is not classroom related, the parents may contact the principal.
4. If none of the above procedures are satisfactory, parents may appeal the school decision and request a conference with the superintendent or designee after discussion with the principal.
5. During this conference, either party may have present individuals relative to factors involved. The other party will be notified in advance if such persons are present.
6. The Superintendent or designee will advise parents in writing of the decision regarding the grievance within 14 days after the conference of the appeal conference.

Grievance procedures are further addressed in **KCS D Board Policy 09.4281: Grievance Procedures**

### **Investigation of a Threat**

When a student is believed to have made a threat of harm to another student, a teacher or other school personnel, the school or district will take appropriate steps to investigate the alleged incident and take appropriate disciplinary and legal action as necessary. Part of this process is a threat assessment. A threat assessment is a team approach. It involves evaluating the threat and the circumstances surrounding the threat. The purpose of the threat assessment is to determine if the person poses a threat to others and/or self, determine

the level of threat, and take preventive and corrective action as necessary.

Procedures for investigating and responding to a potential threat may include, but are not limited to:

- Investigation of an alleged incident by principal or his/her designee.
- Removal of the student from the classroom setting or school bus pending disciplinary action resulting from investigation.
- Referral for threat assessment as described in the KCS D threat assessment protocol. The assessment may include the student being interviewed by the school counselor, school psychologist, or other qualified school or district personnel as needed.
- Referral to an outside agency for a safety assessment.
- Notification of and possible further investigation by law enforcement.
- Notification of parents/guardians and others as required by state law and board policy.

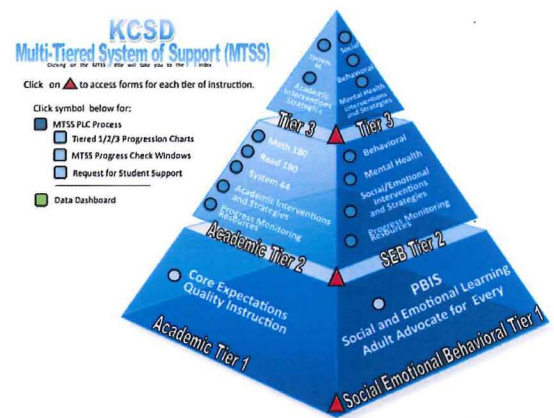
### Multi Tiered Systems of Support (MTSS)

The Kenton County School District is committed to providing a world class education to all students. An integral component of this commitment is the MTSS framework. The MTSS framework is designed to support academic and social/behavior success for all students. The KCS D MTSS framework is built on a foundation of high quality instruction, Positive Interventions and Supports (PBIS), Social and Emotional Learning (SEL), and an adult advocate for every child. This foundation supports a commitment to evidence-based practice, intervention, and assessment to provide all students with the level of support to meet their individual needs. [MTSS Parent Guide](#). The MTSS framework includes three tiers of intervention:

*Tier 1 Interventions* are school wide and classwide supports available to all students.

*Tier 2 Interventions* are provided for students who need more student specific instruction and support. These interventions occur in small groups both within and outside the classroom.

*Tier 3 Interventions* provide intensive supports to match the needs of an individual student.



By viewing discipline through an MTSS lens, we are increasing supports for all students. The next section focuses on the three areas of behavior MTSS.

### MTSS and Tier 1 Social Emotional Learning

Social Emotional Learning (SEL) is included as part of our MTSS structure. The Collaborative for Academic, Social and Emotional Learning (CASEL) defines SEL as the process of acquiring the skills to recognize and manage emotions, develop caring and concern for others, establish positive relationships, make responsible decisions, and handle challenging situations effectively. As a school district, we are committed to supporting students in the development of these crucial life skills and understand the role SEL plays in the development of students. SEL is integrated in schools in a variety of ways as part of the MTSS structure. Schools have a choice as to which SEL curricular program they implement. To learn

more about SEL and its impact on children and school culture, please review the links below: **CASEL** - The Collaborative for Academic, Social, and Emotional Learning (CASEL) is the recognized source for educators and policy makers knowledge about high-quality, evidence-based social and emotional learning (SEL).

#### **The Missing Piece**

This research study, commissioned by CASEL, discusses SEL, its impact on students, teachers, and administrators.

#### **Social Emotional Learning and Employability Skills**

This is a link to a Congressional Briefing given to Congressional Leaders in 2016.

#### **A Parent's Resource Guide to SEL**

This link will take you to a collection of resources around SEL.

### **MTSS SEB**



**Mental health- Social Emotional Behavior (SEB)** is part of our MTSS structure. **SEB encompasses mental health.** The World Health Organization defines mental health as “a state of well-being in which every individual realizes his or her own potential, can cope with the normal stresses of life, can work productively and fruitfully, and is able to make a contribution to her or his community.” The KCS D understands the role effective mental health plays in a safe and healthy school community. This commitment is illustrated by school counselors at each school and partnerships with community agencies to provide school-based therapy during the school day billed through Medicaid or private insurance. School-based therapy allows our students to access the mental health support they need, increase collaboration between the

school and the therapists and reduce the amount of time a student is out of class. Each school has access to a school-based therapist who sees students during the school day. If this is a service you are interested in learning more about, please contact your school. You will be asked to complete a Consent to Share Form which gives the school permission to release your information to the school-based therapist and collaborate with the provider to support the student. The school-based therapist will contact you for more information. Click the link below to access additional information:

#### **Consent to Share Form**

#### **Crisis (Mental Health) Assessments**

#### **What's the Difference between Mental Health and SEL?**

#### **KCS D Trauma Informed Care Plan**

#### **Tier 1 Adult Advocate for Every Child**

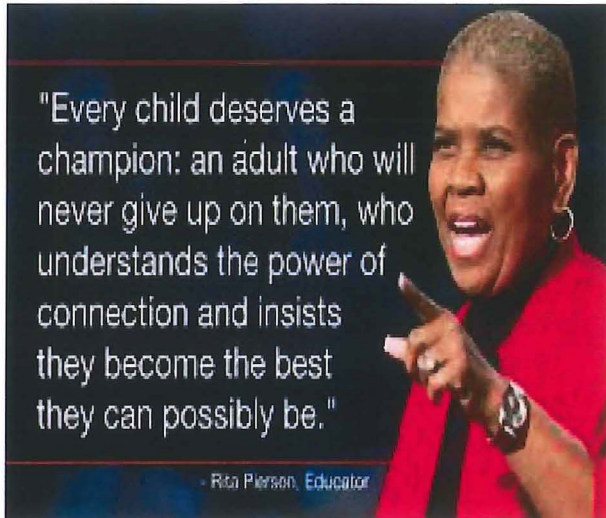
An important component of our MTSS **Tier 1** support for social, emotional, behavioral (**SEB**) supports is an adult advocate for every child. As a district, we understand the importance of building positive adult relationships with students and the impact it can have on the success of a student. By structuring our schools so every child has the opportunity to form a meaningful relationship with an adult, we are working to support our students and their future success.

For more information about the importance of adult advocates please visit these resources:

#### **The Case for School Connectedness**

#### **Impact of Mentoring**

#### **Every Child Needs a Champion (Video Link)**



### MTSS and PBIS

Positive Behavioral Interventions and Supports (PBIS) form the foundation for schoolwide behavior expectations in every school as a **Tier 1 support**. PBIS provides clear and consistent expectations for students across school settings. Behavior expectations are defined and taught to every student and then positively reinforced throughout the school and in all school settings. Social Emotional Learning, mental health, trauma informed care, and adult advocacy are integrated through PBIS. For more information about PBIS, please visit this resource:

**[Positive Behavior Interventions and Support KDE's TIC Toolkit](#)**

### MTSS and Student Behavior

MTSS is an integral part of an intervention-based approach to school discipline. As part of planning for MTSS, each school has developed school wide expectations and a positive reinforcement system through PBIS. Expectations for behavior are taught throughout the school year, reinforced, and modeled. When appropriate, school level discipline should be combined with a supportive approach to reduce the occurrence of the behavior being repeated (e.g., Restorative Practices). This approach to discipline gives

teachers and administrators the opportunity to guide their students to develop the skills needed for success outside the school building and prepares students to become career and college ready. The next two pages provide more specific examples of classroom and school level PBIS strategies which may be implemented in the school.

### Universal Screening

An integral part of MTSS is prevention through strong Tier 1 **SEB** support to meet the needs of every student. Universal Screening is an important component to prevention. The KCS D has chosen the Terrace Metrics Resiliency Survey as the universal screener for students. The Resiliency Survey is a comprehensive behavioral health screener. It is designed to identify social and emotional strengths and areas of concern for students. The Resiliency Survey was administered for the first time in the KCS D in the Spring of 2020 to students in 5th-10th grade. It will now be administered to students in grades 3-~~10~~ 11 twice a year. The Resiliency Survey gives schools important information to prioritize students who need additional targeted support beyond Tier 1. The screener also provides school level information which can be used to target Tier 1 social and emotional learning. Parents and guardians are given the opportunity to opt out of the screener by returning the form sent home from the school. Additional information about Terrace Metrics is included below:

**[Introduction to Terrace Metrics for Parents and Guardians \(video\)](#)**

**[Terrace Metrics Website](#)**

**[Letter from the Superintendent](#)**

**[Passive Consent Form](#)**

**[Spanish Passive Consent Form](#)**

### Implementation at the School Level

All schools in the Kenton County School District have implemented PBIS, social and emotional learning, an adult advocate for every student, and trauma informed care. ~~and diversity, equity,~~



~~and inclusion practices.~~ In the areas listed above, each school develops a plan which outlines Tier 1 implementation. For SEB ~~social and emotional learning,~~ the plan outlines the curriculum around social emotional learning and time dedicated to direct instruction. For adult advocacy, the plan outlines the structure and how adult advocates build connections with students. For PBIS, the plan outlines the behavior expectations and reward systems. For Trauma Informed Care, the plan outlines how the school will continue training in this area which includes trauma informed teaching practices. ~~For diversity, equity, and inclusion the plan lists steps for schools to follow in continuing to create an environment of safety and inclusion for all students.~~ The school plan is fluid and updated as needed.

**Technology in the classroom and the 1:1 program**

Technology will help transform teaching and learning to ensure that students learn at higher levels while mastering content standards. Our digital conversion will continue to foster new,

creative, and innovative ways of learning and will be observable through the 7 concepts of the Kentucky Academic Standards for Technology:

- Empowered Learner
- Digital Citizen
- Knowledge Constructor
- Innovative Designer
- Computational Thinker
- Creative Communicator
- Global Collaborator

KCSD strongly believes that technology is a “tool” to enhance instruction and learning, allowing students to have the world at their fingertips. When used appropriately, technology will take our classrooms to new levels of learning for ALL KIDS, ensuring they are fully prepared for the 21st Century and College/Career ready. For more information about our 1:1 program please visit the [Technology Integration Handbook.](#)

Examples of Tier 1 Behavior Strategies, Interventions, and Responses Before Administrative Response Classroom Level

<b>Pre-Level 1</b>	<p><b>Classroom Supports</b></p> <p>Positive Behavior Interventions and Supports (PBIS) form the foundation for schoolwide behavior expectations in every school. PBIS provides clear and consistent expectations for students across school settings. Behavior expectations are defined and taught to every student and then positively reinforced throughout the school and in all school settings. Social Emotional Learning, mental health, and adult advocacy are integrated through PBIS.</p>
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Examples of Proactive Classroom Supports      Examples of Teacher Responses to Misbehavior

<ul style="list-style-type: none"> <li><input type="checkbox"/> High quality, engaging classroom instruction with high rates of opportunity to respond</li> <li><input type="checkbox"/> Adult advocate for every student</li> <li><input type="checkbox"/> Building positive relationships with students</li> <li><input type="checkbox"/> Positive behavior expectations which are clearly defined and taught in the classroom</li> <li><input type="checkbox"/> Teaching and reteaching classroom expectations throughout the school year</li> <li><input type="checkbox"/> Modeling and practicing expectations in different school settings</li> <li><input type="checkbox"/> Use of precorrection strategies before moving on to a new task</li> <li><input type="checkbox"/> Positive feedback at a ratio of 3:1 between staff and students</li> <li><input type="checkbox"/> Consistency in corrections of behavior</li> <li><input type="checkbox"/> Use of schoolwide positive acknowledgement system in the classroom to recognize positive behavior</li> <li><input type="checkbox"/> Social emotional curriculum intentionally taught to students on a weekly basis</li> <li><input type="checkbox"/> Positive expectations for all students, at all times, across all settings</li> <li><input type="checkbox"/> Active supervision by all staff</li> <li><input type="checkbox"/> Maximum structure and predictability in classroom routines</li> <li><input type="checkbox"/> Use of positive referrals</li> <li><input type="checkbox"/> Positive parent contact</li> <li><input type="checkbox"/> <b><u>Student Support Card</u></b></li> <li><input type="checkbox"/> 2x10 Strategy</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Communication with parent or guardian</li> <li><input type="checkbox"/> Reteaching expectations with individual students</li> <li><input type="checkbox"/> Change of student seating</li> <li><input type="checkbox"/> Changing lesson pacing to meet student need to promote desired behavior</li> <li><input type="checkbox"/> Calm responses to misbehavior and restating desired behavior</li> <li><input type="checkbox"/> Redirection</li> <li><input type="checkbox"/> Restructure classroom practices to meet student needs</li> <li><input type="checkbox"/> Student/teacher conference</li> <li><input type="checkbox"/> Progress monitoring tools such as point sheet, tracking form, reflection sheets, or behavior contracts to help student self-monitor in the classroom</li> <li><input type="checkbox"/> Establish and consistently implement classroom consequences for minor classroom misbehaviors</li> <li><input type="checkbox"/> Behavior Plan between teacher and student</li> <li><input type="checkbox"/> Check In/Check Out during class</li> <li><input type="checkbox"/> Increase positive feedback at a ratio of 5:1</li> <li><input type="checkbox"/> Relationship building strategies</li> </ul>
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Examples of Tier 1 Behavior Strategies, Interventions, and Responses Before Administrative Response  
School Level

<p>Pre-Level 1</p>	<p><b>Schoolwide Supports</b>          These interventions often involve both members of the school community and community resources. Schoolwide expectations are taught, modeled, and applied in a variety of settings for students. Schoolwide positive reinforcement system is present and used by all staff members. Tier 2 and Tier 3 interventions often involve a variety of members of the school community and community-based resources when available. Every student has an adult advocate and <a href="#">access to a <b>Student Support Card</b></a>.</p>
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Examples of Proactive School Supports	Examples of School Responses
<ul style="list-style-type: none"> <li><input type="checkbox"/> High quality, engaging instruction</li> <li><input type="checkbox"/> Expectation of regular school attendance for all students</li> <li><input type="checkbox"/> Social Emotional Learning for every student</li> <li><input type="checkbox"/> Adult advocate for every student</li> <li><input type="checkbox"/> Schoolwide positive behavior expectations which are clearly defined and taught to every student</li> <li><input type="checkbox"/> Model and practice schoolwide expectations in appropriate settings</li> <li><input type="checkbox"/> Schoolwide positive reinforcement system</li> <li><input type="checkbox"/> Actively supervise common areas throughout the school day (e.g., all staff in hallways during class changes, supervision of cafeteria and restrooms)</li> <li><input type="checkbox"/> Targeted strategies for students who need more support</li> <li><input type="checkbox"/> Team approach to students who need additional support</li> <li><input type="checkbox"/> Access to professional school counselors</li> <li><input type="checkbox"/> Positive referrals</li> <li><input type="checkbox"/> <b><u>Student Support Card</u></b></li> <li><input type="checkbox"/> <b>2x10 Strategy</b></li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Two way communication between school and home</li> <li><input type="checkbox"/> Building positive relationships with all students and families</li> <li><input type="checkbox"/> Parent engagement through newsletters, events, and all calls</li> <li><input type="checkbox"/> Access to school-based therapists to eliminate the need to miss school</li> <li><input type="checkbox"/> Referrals to outside agencies for additional support for student and/or family</li> <li><input type="checkbox"/> Mental health evaluation tools and procedures for suicide assessment</li> <li><input type="checkbox"/> Threat assessment protocol</li> <li><input type="checkbox"/> Alcohol/drug evaluation referral</li> <li><input type="checkbox"/> Intervention approach to behavior and discipline</li> <li><input type="checkbox"/> Referral to MTSS school team</li> </ul>

### **Examples of Administrative Intervention-Based Resolutions to Discipline**

Administrators have a variety of intervention-based responses and traditional disciplinary options when responding to problem behaviors. The purpose of discipline is to change behavior. Administrators are encouraged to use supportive measures combined with traditional discipline to correct behavior. ***Except in cases of immediate safety risks or illegal activity, every attempt should be made to keep the student in school through the use of an intervention-based approach and delivery of discipline in a graduated manner*** before removing the student from the instructional setting through an out of school suspension.

### **Examples of Commonly Used Intervention Approaches**

<b>BEHAVIOR CONTRACT</b>	This resolution is a contract between the student and/or parents and the school to reinforce good behavior. It typically includes targeted behaviors, positive support for compliance, and consequences for violating the contract. It is written for a specific time period and revisited.
<b>REFERRAL FOR SERVICES</b>	This resolution is a recommendation for a student to receive or be evaluated for services from a school counselor, social worker, or other mental health worker. Examples include, but are not limited to, the following: <ul style="list-style-type: none"> <li>• Referral to a school-based therapist or agency which specializes in the treatment of children and adolescents behavioral and emotional needs. A school-based therapist provides mental health services to the student during the school day. The service is paid for by the family and services are available for both Medicaid and private insurance at all schools.</li> <li>• Referral for a mental health/substance abuse assessment from a community provider to help identify the best supports or treatment options for a student.</li> </ul>
<b>SCHOOL COUNSELOR REFERRAL</b>	School counselors are certified/licensed educators with a minimum of a master's degree in school counseling. They assist students by removing barriers to academic achievement, supporting social and emotional development, and supporting college and career readiness. This resolution means a specific service the school counselor may provide such as small group or individual counseling.
<b>SMALL GROUP COUNSELING REFERRAL</b>	This resolution provides small group instruction targeted toward the specific need of a student. The purpose of small group counseling is to provide a safe environment for students to share, practice new skills, provide coping skills, and increase awareness so that students can feel successful in the school environment. Small groups are typically facilitated by school personnel such as a school counselor or Family Resource Center Coordinator, depending on the topic. Topics may include anger management, tobacco education or cessation, truancy, substance abuse, etc.
<b>MTSS SCHOOL TEAM REFERRAL</b>	This resolution involves referral to a school-based team composed of multi-disciplinary teachers, administrators, and counselors. The MTSS Team uses a positive approach, focused on problem solving, to explore the interventions and approaches which will best meet the needs of the child.
<b>MENTORING</b>	This resolution involves the use of faculty, staff, or other adults to work with a student to develop solutions for problem behaviors. Check In/Check Out is an example of a structured, school-based support which uses a mentor to support student success. Less structured interventions may be a teacher checking on a student weekly and monitoring progress or a community volunteer meeting regularly with a student.

### Levels of Discipline and Response Examples

The information below outlines the range of options available to school personnel, in addition to the intervention-based resolutions on the preceding page, when addressing student behavior. The levels are provided to address both initial and repeat violations. KCS D school staff have discretion to consider the totality of the circumstances as they make discipline decisions and take into consideration mitigating circumstances such as age, developmental levels, disability, and other pertinent factors which may be relevant in addition to aggravating factors around the incident. ***An intervention-based resolution should be considered before responses which remove a student from an instructional setting.***

***If a student is removed from an instructional setting, the removal should be combined with an intervention to prevent repeated behaviors. Restorative Questions and Affective Statements will be used by administrators with every level of Discipline.***

**Level 1 Code of Conduct** offenses are minor disruptions to the classroom environment. Typically, these are not referred to an administrator until the classroom level interventions are not correcting the behavior. With Level 1 behaviors, the goal is to correct the behavior while limiting time missed from class. Some examples of an administrator response, in addition to an intervention-based approach resolutions, include but are not limited to: verbal reprimand, student conference, parent/student contact and/or conference, reteaching expectations, community service, withdrawal of privileges, class period of ISS, confiscation of tobacco/vapor nicotine products, and alternate supervision. Repeated misbehavior requires a parent/teacher conference, a conference with the counselor, and/or a conference with an administrator. Staff should use responses in a graduated fashion.

**Level 2 Code of Conduct** offenses are acts of misbehavior whose frequency or seriousness disrupt the learning environment of the school. These violations always result in the involvement of school administration. With Level 2 behaviors, the goal is to correct the behavior by stressing the seriousness of the offense while keeping the student in school. Some examples of administrator response, in addition to an intervention-based approach resolution, may include but are not limited to: parent conference, loss of school privileges, community service, restitution, social probation, reteaching expectations, in-school suspension program, Friday/Saturday detention, after school detention, and short-term loss of bus privileges. Staff should use responses in a graduated fashion.

**Level 3 Code of Conduct** offenses are acts against a person(s) or property which directly or indirectly endanger the health or safety of others in the school. These offenses always result in the short-term removal of the student from the school environment because of the severe nature of the offense. Response options may include combinations of interventions, resolutions, and discipline. Some examples of response options may include but are not limited to: in school suspension, out of school suspension, and/or denial of bus privileges combined with intervention. Staff should use responses in a graduated fashion. ***Out of school suspensions should include a conference with parent and student the morning the student returns to school at the end of the suspension.*** Student Re-Entry Plan

**Level 4 Code of Conduct** offenses are acts against a person(s) or property which may directly or indirectly endanger the health or safety of others. These offenses always result in administrative action, notification of appropriate law enforcement authorities, and immediate removal of the student from school, including up to a 10 day out of school suspension, or a possible school VLP placement. The school may make a recommendation to the district hearing officer for an administrative hearing to determine next steps. In the case of Level IV violations, response options at the school level are limited due to the seriousness of the violation and the direct or indirect endangerment to the health and safety of others. Level IV behaviors may be recommended for an expulsion hearing before the Board of Education following a district level administrative hearing. Serious vs. minor injury can be a distinction between level 3 and level 4 violations.

#### **Administrative Hearing Process for Level 4 Violations**

Level 4 Code of Conduct violations are the most serious offenses. These offenses are acts against a person or persons which may directly or indirectly endanger the health and safety of others. These offenses always result in removal from school and may result in a recommendation to the district

hearing officer for an administrative hearing to determine next steps. These violations will also result in notification of law enforcement. The purpose of the administration hearing is to provide an additional level of due process for the student and to determine if the student should be provided with an alternate educational opportunity or be recommended for an expulsion hearing with the Board of Education. Students can bring legal representation to the administrative hearing. If the offense involves a student with disabilities, the procedures mandated by federal and state law and set forth in local policies and procedures for students with disabilities will be followed.

#### **Administrative Hearing Process**

- Administrative hearing officer coordinates with parent/guardian, student, and school to determine a date for the hearing at the Central Office.
- The hearing officer informs the student and parents of their rights.
- The hearing officer informs the student of the charges.
- The school principal or designee shares the explanation of the evidence supporting the charges.
- The student is given a reasonable opportunity to share his/her case.
- The hearing officer determines placement and additional requirements if needed for the student or recommends an expulsion hearing at a later date with the Board of Education.

#### **Expulsion Process**

Only the Kenton County Board of Education may expel a student from school as defined in **KRS 158.150**. If the hearing officer determines the student has committed an expellable offense, the following procedures will be followed:

- The student and the student's parent/guardian will be notified by registered mail prior to the formal hearing of charges against the student. The letter will include the time, date, and location of the formal expulsion hearing.
- The student and/or parent/guardian may request an open or closed hearing and must be advised of the right of legal counsel to be present at the hearing.
- Students have the right to due process in all cases.
- All formal hearings regarding expulsion cases will be conducted during a special or regular board meeting.
- In cases involving students with disabilities, the procedures mandated by federal and state law and set forth in local policies and procedures for students with disabilities will be followed.

#### **Recording of Weapon Violations in Infinite Campus During Remote Learning**

Students who are participating in a virtual environment through a synchronous model due to quarantine are bound by the code of conduct and expected behavior. The Kentucky Department of Education has provided guidance around weapons violations in a virtual environment.

#### **Recording of Weapon Violations in IC During Remote Learning**

#### **Resources:**

Board Approved: July 11, 2022  
<https://www.kenton.kyschools.us>

**Expulsion Board Policy 09.435**  
**Expulsion Hearing Form 09.435 AP.2**

**Levels of Discipline K-5**

Code of Conduct Offense	Level 1	Level 2	Level 3	Level 4
Abuse of a <del>Teacher</del> Employee <i>The severity of the offense, prior history, and meeting the standard of the harassment law violation may be used to determine level 3 or 4.</i>			●	●

Board Approved: July 11, 2022  
<https://www.kenton.kyschools.us>



Possible level 4 example: Pattern of documented incidents of the offense				
Academic Cheating/ <del>Plagiarism, Dishonesty</del>	●	●		
Arson				●
Assault (1st, 2nd, 3rd, <del>or</del> 4th Degree, <del>or Sexual Assault</del> ) Example for Administrative Hearing: assault resulting in serious injury, assault using a weapon, pattern of documented incidents of the offense				●
Bullying/ <del>Hazing</del> (1st Time Offense)		●	●	
<del>Persistent</del> Bullying/ <del>Hazing</del> (2 or more documented Offenses) <i>The severity of the offense, prior history, and meeting the standard of the harassment law violation may be used to determine level 3 or 4.</i> Possible level 4 example: documented pattern of sexual bullying			●	●
Burglary/Larceny/Theft/ <del>Robbery</del> / <del>Stealing</del> /Stolen Property <i>The severity of the offense, prior history, and level of law violation may be used to determine level 3 or 4.</i> Possible level 4 example: burglary involving a weapon, burglary involving significant expense		●	●	●
Bus <del>Disturbance</del> Rule Violation <i>Includes behavior on bus and at bus stop</i>	●	●		
<del>Destructive Behavior</del> Destruction of Property <i>Dangerous conduct which creates a danger to self or others</i>	●	●		
Dishonesty	●	●		
Disorderly Conduct <i>The severity of the offense, prior history, and meeting the standard of the harassment law violation may be used to determine level 3 or 4.</i>			●	●



Possible level 4 example: pattern of documented incidents of the offense				
Disruptive Behavior <i>Any action which inhibits the learning of others</i>	●	●	●	
Dress Code	●			
<del>Possession/Distribution of</del> Drug/Alcohol Paraphernalia <i>The severity of the offense, prior history, and meeting the standard of the harassment law violation may be used to determine level 3 or 4. Possible level 4 example: pattern of documented incidents of the offense</i>		●	●	●
Drug/Alcohol <del>Possession/Use/Under the Influence/</del> Distribution <i>This is the sale of, transfer of, or the intent to sell or transfer alcoholic beverages, narcotics, drugs, counterfeit drugs, look alike drugs, or other intoxicating substances-1st Offense: 10 day suspension but waived to 5 days if family decides to accept referral for a substance abuse assessment from an accepted provider and accepts the recommendation of the assessment. The assessment must be from a provider approved by the school district. 2nd Offense: Immediate 10 day suspension and recommendation for administrative hearing which may result in expulsion. Possible level 4 example is Drug Distribution: Immediate 10 day suspension and recommendation for administrative hearing which may result in expulsion.</i>			●	●
<del>Drugs: Distribution, possession, or sale of any over the counter ("OTC") product or non-controlled prescription medication in a manner inconsistent with established procedure.</del> OVER THE COUNTER (OTC) MEDICINE AND NONCONTROLLED PRESCRIPTION MEDICATION	●	●	●	
<del>Failure to Complete Assignments</del>	●			

<del>Failure to Comply with Disciplinary Actions</del>	●	●		
<del>Willful Misconduct (Fighting)</del> Fighting (Willful Misconduct) / Severe Willful Misconduct <i>Willingly engaging in physical contact to inflict harm</i>		●	●	
<del>Falsifying Notes/</del> Forgery	●	●		
Fraud		●	●	
Harassment <i>This is always a law violation. If the action does not meet the law definition, a different offense should be used. The severity of the offense and prior history may be used to determine level 3 or 4. Possible level 4 example: displaying of pornographic images</i>			●	●
Hazing		●	●	
Inappropriate Materials	●	●		
<del>Defiance of Authority</del> Insubordination <i>Refusal to comply with school personnel</i>	●	●		
Late Arrival to School	●	●		
Libel/Slander to an Employee <i>Any statement or portrayal on the internet, social media, or any other communication which falsely disparages the professional competence or reputation of school staff. The severity of the offense and prior history may be used to determine level 3 or 4. Possible level 4 example: pattern of documented incidents of the offense</i>			●	●
Marketing/Buying and/or Selling Items			●	
Profanity/Vulgarity	●	●		

Public Display of Affection	●	●		
Robbery			●	●
Sexual Misconduct <i>Nonconsensual either by force or age-includes sexting</i> <i>The severity of the offense, prior history, and law violation may be used to determine level 3 or 4.</i> Possible level 4 example: nonconsensual touching of student genitalia, sharing inappropriate pictures of a student with multiple students			●	●
Skipping Class/Skipping School/Leaving School Grounds		●		

### Levels of Discipline K-5

Code of Conduct Offense	Level 1	Level 2	Level 3	Level 4
Terroristic Threatening Examples: verification of intent to cause serious physical injury or death to a student, threat causing evacuation of a school building, school property, or school sanctioned activity				●
Threatening Another Student or Staff Member	●	●	●	
<del>Use and/ or Possession of Smoking/Chewing/Smoking Paraphernalia</del> /Tobacco/Paraphernalia <i>This includes vaping and juling.</i>	●	●		
Truancy		●		
Unexcused Tardy to Class	●	●		
Vandalism (Criminal Mischief) <i>The severity of the offense, prior history, and law violation may be used to determine level 3 or 4.</i> Possible level 4 example: retaliating against a teacher after a poor grade is received by slashing a teacher's tire			●	●

Verbal Abuse <i>If this does not rise to the level of harassment, choose a different code (disruptive behavior, insubordination)</i>			●	●
<del>Unauthorized Use of a Communication Device/Inappropriate Computer Use</del> /Violation of District Acceptable Use Policy (AUP)	●	●	●	
Violation of District Acceptable Use Policy (AUP)	●	●	●	
<del>Inappropriate Behavior/Elementary Student</del> <i>Any action which could induce fear or jeopardize the safety of others</i>		●	●	
<del>Stealing</del>		●	●	

### Levels of Discipline K-5

Code of Conduct Offense	Level 1	Level 2	Level 3	Level 4
<del>Gangs/Gang Related/Gang-like activity</del> <i>The severity of the offense, prior history, and law violation may be used to determine level 3 or 4.</i> <i>Possible level 4 example: Pattern of documented gang activity</i>			●	●
<del>Severe Willful Misconduct (Fighting)</del> <i>No regard for directives during the physical altercation.</i>			●	
<del>Violation of Security Procedures</del>	●	●	●	
<del>Weapon (Non Firearm) or Other Dangerous Instrument/Look-a-Like Weapon</del> <i>The severity of the offense, prior history, and law violation may be used to determine level 3 or 4.</i> <i>Possible level 4 examples: using a look-alike gun to intimidate or harm, use of defensive repellents e.g. "pepper spray" to harm another student</i>			●	●

### Levels of Discipline K-5

Code of Conduct Offense	Level 1	Level 2	Level 3	Level 4
<del>Under the Influence</del> <i>1st Offense: 10 day suspension – but waived to 5 days if family decides to accept referral for a substance abuse assessment from an accepted provider and accepts the recommendation of the assessment. The assessment must be from a provider approved by the school district.</i>			●	●

<i>2nd Offense: Immediate 10-day suspension and recommendation for administrative hearing which may result in expulsion.</i>				
<b>Weapon (Firearm Only)</b>				●
<b>Weapon Look-Alike/Dangerous Instrument Possession</b> <i>Possible level 4 example: Using a look-alike gun to intimidate or harm</i>			●	●

### Levels of Discipline K-5

Code of Conduct Offense	Level 1	Level 2	Level 3	Level 4
<b>Drug/Alcohol Possession</b> <i>1st Offense: 10-day suspension but waived to 5 days if family decides to accept referral for a substance abuse assessment from an accepted provider and accepts the recommendation of the assessment. The assessment must be from a provider approved by the school district.</i> <i>2nd Offense: Immediate 10-day suspension and recommendation for administrative hearing which may result in expulsion.</i>			●	●

## Levels Of Discipline Grades 6-12

Code of Conduct Offense	Level 1	Level 2	Level 3	Level 4
Abuse of a <del>Teacher</del> Employee <i>The severity of the offense, prior history, and meeting the standard of the harassment law violation may be used to determine level 3 or 4.</i> Possible level 4 example: pattern of documented incidents of the offense			●	●
Academic Cheating;/Plagiarism, <del>Dishonesty</del>	●	●		
Arson				●
Assault (1st, 2nd, 3rd, <del>or</del> 4th Degree, <del>or</del> Sexual Assault) Examples: assault resulting in serious injury, assault using a weapon, pattern of documented incidents of the offense				●
Bullying/ <del>Hazing</del> (1st Time Offense)		●	●	
<del>Persistent</del> Bullying/ <del>Hazing</del> (2 or more documented Offenses) <i>The severity of the offense, prior history, and meeting the standard of the harassment law violation may be used to determine level 3 or 4.</i> Possible level 4 example: documented pattern of sexual bullying			●	●
Burglary/Larceny/Theft/ <del>Robbery</del> Stealing/Stolen Property <i>The severity of the offense, prior history, and level of law violation may be used to determine level 3 or 4.</i> Possible level 4 examples: burglary involving a weapon, burglary involving significant expense		●	●	●
Bus <del>Disturbance</del> Rule Violation	●	●	●	
<del>Destructive Behavior</del> Destruction of Property	●	●		
Dishonesty	●	●		
Disorderly Conduct <i>The severity of the offense, prior history, and meeting the standard of the harassment law violation may be used to determine level 3 or 4.</i> Possible level 4 example: pattern of documented incidents of the offense			●	●

Disruptive Behavior	●	●	●	
Dress Code	●			
<del>Possession/Distribution of Drug/Alcohol Paraphernalia</del> The severity of the offense, prior history, and meeting the standard of the harassment law violation may be used to determine level 3 or 4. Possible level 4 example: pattern of documented incidents of the offense		●	●	●
<del>Drug/Alcohol Possession/Use/Under the Influence/Distribution</del> <del>This is the sale of, transfer of, or the intent to sell or transfer alcoholic beverages, narcotics, drugs, counterfeit drugs, look alike drugs, or other intoxicating substances</del> —1st Offense: 10 day suspension but waived to 5 days if family decides to accept referral for a substance abuse assessment from an accepted provider and accepts the recommendation of the assessment. The assessment must be from a provider approved by the school district. 2nd Offense: Immediate 10 day suspension and recommendation for administrative hearing which may result in expulsion. <del>Drug Distribution is a level 4 example: Immediate 10 day suspension and recommendation for administration hearing which may result in expulsion.</del>			●	●
<del>Drugs: Distribution, possession, or sale of any over the counter (“OTC”) product or non-controlled prescription medication in a manner inconsistent with established procedure. Over the Counter (OTC) Medicine and Non Controlled Prescription Medication</del>	●	●	●	
<del>Failure to Complete Assignments</del>	●			
<del>Failure to Comply with Disciplinary Actions</del>	●	●		
<del>Willful Misconduct (Fighting) Fighting (Willful Misconduct) / Severe Willful Misconduct</del> Willingly engaging in physical contact to inflict harm		●	●	
<del>Falsifying Notes/Forgery/Counterfeiting</del>	●	●		
Fraud		●	●	
Harassment This is always a law violation. If the action does not meet the law definition, a different offense should be used. The severity of the offense and prior history may be used to determine level 3 or 4. Possible level 4 example: displaying of pornographic images.			●	●

Hazing		●	●	
Inappropriate Materials	●	●		
<del>Defiance of Authority</del> Insubordination Refusal to comply with school personnel	●	●		
Late Arrival to School	●	●		
Libel/Slander to an Employee Any statement or portrayal on the internet, social media, or any other communication which falsely disparages the professional competence or reputation of school staff. The severity of the offense and prior history may be used to determine level 3 or 4. Possible level 4 example: Pattern of documented incidents of the offense.			●	●
Marketing/Buying and/or Selling Items			●	
Profanity/Vulgarity	●	●		
Public Display of Affection	●	●		
Robbery		●	●	
Sexual Misconduct Non-consensual either by force or age-includes sexting The severity of the offense, prior history, and law violation may be used to determine level 3 or 4. Possible level 4 example: Non consensual touching of student genitalia. Sharing inappropriate pictures of a student with multiple students.			●	●
Skipping Class/ Skipping School/Leaving School Grounds		●		
Terroristic Threatening Example: Verification of Intent to cause serious physical injury or death to a student. Threat causing evacuation of a school building, school property, or school sanctioned activity				●
Threatening Another Student or Staff Member Threatening actions through gestures or verbal threats.	●	●	●	



<del>Use and/or Possession of Smoking/Chewing/Smoking Paraphernalia/Tobacco/Paraphernalia</del> <i>This includes vapor products and jules.</i>	●	●		
Truancy		●		

### Levels Of Discipline Grades 6-12

Code of Conduct Offense	Level 1	Level 2	Level 3	Level 4
Unexcused Tardy to class	●	●		
Vandalism (Criminal Mischief) <i>The severity of the offense, prior history, and law violation may be used to determine level 3 or 4.</i> Possible level 4 example: Retaliating against a teacher after a poor grade is received by slashing a teacher's tire			●	●
Verbal Abuse If this does not ride to the level of harassment choose a different code (disruptive behavior, insubordination).			●	●
<del>Unauthorized Use of a Communication Device/Inappropriate Computer Use/Violation of District Acceptable Use Policy (AUP)</del>	●	●	●	
Violation of Personal <del>Electronic</del> /Student Telecommunication Device Policy <a href="#">09.4261</a>	●	●	●	
<del>Gangs/Gang Related/Gang-like activity</del> <i>The severity of the offense, prior history, and law violation may be used to determine level 3 or 4.</i> Possible level 4 example: Pattern of documented gang activity			●	●

### Levels Of Discipline Grades 6-12

Code of Conduct Offense	Level 1	Level 2	Level 3	Level 4
<del>Under the Influence</del> <i>1st Offense: 10-day suspension but waived to 5 days if family decides to accept referral for a substance abuse assessment from an accepted provider</i>			●	●

<p><i>and accepts the recommendation of the assessment. The assessment must be from a provider approved by the school district.</i></p> <p><i>2nd Offense: Immediate 10 day suspension and recommendation for administration hearing.</i></p>				
Weapon: Firearm Only				●
<p>Weapon (Non Firearm)</p> <p><i>The severity of the offense, prior history, and law violation may be used to determine level 3 or 4.</i></p> <p><i>Possible level 4 example: Use of defensive repellents (e.g. pepper spray) to harm another student.</i></p>			●	●
<p>Weapon Look-Alike/Dangerous Instrument Possession</p> <p><i>Possible level 4 example: Using a look-alike gun to intimidate or harm</i></p>			●	●

### Notification of Law Enforcement or Other Agencies

Schools must always notify law enforcement and in some cases Child Protective Services in the case of a criminal violation. Depending on the violation, law enforcement may choose to investigate. The following offenses always require notification.

Offense	Agency to Be Notified	Offense	Agency to Be Notified
Arson	Law Enforcement	Gambling	Law Enforcement
Assault with a Weapon	Law Enforcement	Hazing/Harassment	Law Enforcement
Assault resulting in injury	Law Enforcement	Kidnapping	Law Enforcement
eBomb Threat	Law Enforcement	Possession of Drugs/Alcohol/Weapon	Law Enforcement
Child Abuse	Child Protective Services and Law Enforcement	Robbery	Law Enforcement
Extortion	Law Enforcement	Sexual Offense	Child Protective Services and Law Enforcement
False Fire Alarm	Law Enforcement	Terroristic Threatening	Law Enforcement
Firearm Possession	Law Enforcement	Theft	Law Enforcement
		Vandalism	Law Enforcement

### Domestic Dating Violence and Reporting

As defined in **KCS D Board Policy 03.23253**, if the victim requests it, school personnel will report an act of domestic violence and abuse or dating violence and abuse to a law enforcement officer. The report will be discussed with the victim prior to contacting a law enforcement officer. The reporting requirements covering domestic violence and abuse or dating violence and abuse outlined above do not relieve school personnel of the duty to report any known or suspected abuse, neglect, or dependency of a child pursuant to **KRS 620.030**. This separate reporting requirement covers abuse, neglect or dependency of a child committed or caused by a parent, guardian, other person exercising control or supervision, or a person in a position of authority or special trust. If a professional as defined in **KRS 209A.020** has reasonable cause to believe that a victim with whom she/he has had a professional interaction has experienced domestic violence and abuse or dating violence and abuse, they will provide the victim with educational materials related to domestic violence and abuse or dating violence and abuse. Those materials will include information about how s/he may access regional domestic violence programs under **KRS 209A.130** or rape crisis centers under **KRS 211.600**, and information about how to access protective orders. **Local Domestic Violence and Rape Crisis Resources**

### CODE OF CONDUCT OFFENSE DEFINITIONS

<p><b>ABUSE OF A TEACHER</b>  <b>Employee</b>          Elementary Level 3, 4          Secondary Level 3, 4</p>	<p>Malicious conduct toward a staff member may be subject to legal charges for Abuse of Teacher and/or other statutes. (<b>KRS 161.190</b>) Abuse of teacher prohibited.) – Whenever a teacher, <b>classified employee</b>, or school administrator is functioning in his capacity as an employee of a board of education of a public school system, it shall be unlawful for any person to direct speech or conduct toward the teacher, <b>classified employee</b>, or school administrator when such person knows or should know that the speech or conduct will disrupt or interfere with normal school activities or will nullify or undermine the good order and discipline of the school.</p>
<p><b>ACADEMIC</b>  <b>CHEATING/PLAGIARIS</b>  <b>M/</b>  <b>DISHONESTY</b>          Elementary - Level 1, 2          Secondary - Level 1, 2</p>	<p>Doing something unfair or dishonest in order to gain something for oneself or another. Stealing the work of another in order to use it as one’s own work. Intentionally misrepresenting the truth. <b>This includes internet and other electronic sources.</b></p> <p>*Example(s): Turning in another student’s paper as your own, paying someone to do your schoolwork for you, giving your work to others to use or copy, looking at another student’s work in class, and then copying similar items.</p>
<p><b>ARSON/OR</b>  <b>ATTEMPTED ARSON</b>          Elementary Level 4          Secondary Level 4</p>	<p><b>Intentionally S</b>starting, <b>or attempting to start</b>, a fire within the school, on buses, or on the school grounds, for any purpose that results in destruction or disruption.</p>
<p><b>ASSAULT</b>          Elementary Level 4          Secondary Level 4</p>	<p>Intentionally causing harm to other(s). According to <b>Kentucky Revised Statutes 508.010, 508.025, 508.030, and 508.040</b>, assault is classified in four different ways: Assault in the first degree, second degree, third degree, and fourth degree. The level of the assault will depend upon the nature of the injury sustained and if a deadly weapon or dangerous instrument was used. <b>It should be noted that these are not legal definitions. Due to the ramifications of coding errors for assault offenses, please consult Student Support Services who will work with local law enforcement or the school board attorney regarding how to code assault incidents.</b></p>

	<ul style="list-style-type: none"> <li>● <b>4<sup>TH</sup> DEGREE</b> – one intentionally or wantonly causes physical injury to another person, or with recklessness one causes physical injury to another person by means of a deadly weapon or a dangerous instrument.</li> <li>● <b>3<sup>RD</sup> DEGREE</b> – one recklessly or intentionally attempts to cause physical injury to any school employee.</li> <li>● <b>2<sup>ND</sup> DEGREE</b> – one causes physical injury to another person or intentionally causes physical injury to another person by means of a deadly weapon or dangerous instrument.</li> <li>● <b>1<sup>ST</sup> DEGREE</b> – one who uses a deadly weapon, dangerous instrument or other means to cause serious physical injury to another. This is the most serious and is reserved for situations when the intent of the offender is to cause death or serious injury. The victim has to incur potential life-threatening injury, serious disfigurement, or prolonged loss of the use of a body part from the incident.</li> <li>● <b>Sexual Assault</b> - unwanted touching in a sexual manner</li> </ul> <p>*Example(s): Fighting or attacking another person with a weapon to cause serious physical harm that could cause serious physical injury or risk of death. Attacking another person with or without a weapon to cause physical injury.</p>
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***\*Examples may include but are not limited to the list included.***

### CODE OF CONDUCT OFFENSE DEFINITIONS

<b>BULLYING/HAZING</b> Elementary - Level 2, 3 Secondary - Level 2, 3	<p>According to <b>KRS 158.148</b>, bullying means any unwanted verbal, physical, or social behavior among students that involves a real or perceived power imbalance and is repeated or has the potential to be repeated.</p> <ol style="list-style-type: none"> <li>1. The behavior occurs on school premises, on school sponsored transportation, or at a school sponsored event.</li> <li>2. The behavior disrupts the educational process.</li> </ol> <p><del>Hazing—Any humiliating or dangerous activity expected of a student to belong to a group, regardless of their willingness to participate.</del></p> <p><i>Please refer to the section on Bullying/Hazing on page 12 for additional information.</i></p>
<b>BULLYING (2 OR MORE DOCUMENTED OFFENSES)</b> Elementary - Level 3, 4 Secondary - Level 3, 4	<p>Two or more documented offenses based on the above definition and the additional information in the bullying section.</p>

<p><b>BURGLARY/LARCENY/ THEFT/<del>ROBBERY</del>/STEALING/ STOLEN PROPERTY (also includes receiving stolen property)</b> Elementary - Level 2, 3, 4 Secondary - Level 2, 3, 4</p>	<p>A person is guilty of burglary when, with the intent to commit a crime, he knowingly enters or remains unlawfully in a building. A building, in addition to its ordinary meaning, means any structure, school, school grounds, bus, or other vehicle where any person lives or where people assemble for purposes of business, government, education, religion, entertainment or public transportation. Thus, breaking into a bus and stealing something from the bus would be counted as burglary. <del>The taking or attempting to take anything of value from the care, custody, or control of another person or persons by force or threat of force and/or putting the victim in fear.</del> The intentional taking of the property of another person(s) in addition to buying, receiving or having possession of stolen property.</p> <ul style="list-style-type: none"> <li>● <b>STEALING</b>- take something unlawfully: to take something that belongs to somebody else, illegally or without the owner's permission</li> <li>● <b>PETTY THEFT</b> - Petty theft is classified as theft of an item or items with a total monetary value under the amount of \$500. Anything more than \$500 is considered grand theft, in which case the charges will be significantly more serious.</li> </ul>
<p><b>BUS DISTURBANCE RULE VIOLATION</b> Elementary - Level 1, 2 Secondary - Level 1, 2, 3</p>	<p>Conduct on the bus or the bus stop which makes for an unsafe condition for students, drivers and other motorists or others. Multiple documented offenses may result in recommendation for removal from the bus or an administrative hearing.</p>

## CODE OF CONDUCT OFFENSE DEFINITIONS

### CODE OF CONDUCT OFFENSE DEFINITIONS

<p><b>DESTRUCTION OF PROPERTY DESTRUCTIVE BEHAVIOR</b> Elementary - Level 2, 3 Secondary - Level 2, 3</p>	<p><del>Dangerous or destructive conduct at school or on buses including, but not limited to, throwing harmful objects, scuffling or lack of control of voice, language or limbs which results in danger to self or others. (Recommendation for a Risk Assessment may be required before a student can return to school if suspended).</del> <del>*Example(s): Anything dangerous to self and/or others, whether it causes damage or not.</del> Causing damage to property belonging to another individual, student, staff or any property belonging to the school.</p>
<p><b>DISHONESTY</b> Elementary - Level 1, 2 Secondary - Level 1, 2</p>	<p>Intentionally misrepresenting the truth.</p>

<p><b>DISORDERLY CONDUCT</b> Elementary - Level 3, 4 Secondary - Level 3, 4</p>	<p>In Kentucky, a person is guilty of disorderly conduct, when in a public place and his/her intentional action causes public inconvenience, annoyance or alarm, or creates an imminent risk. <i>It should be noted that these are not legal definitions. Due to the ramifications of coding errors for disorderly conduct, please consult Student Support Services who will work with local law enforcement or the school board attorney regarding how to code disorderly conduct incidents.</i> <b><u>KRS 525.055</u></b> <b><u>KRS 525.060</u></b> *Example(s): - Refusing to obey a staff member during an emergency situation such as a fire or fire drill. Fighting and refusing to stop. Conduct creating an imminent risk of fighting or other violence. <b>Bringing a look-a-like weapon that causes a disruption</b> Opening of exterior doors other than single monitored entrance. Tampering with security cameras. Intentionally reporting false tips to administrators/teachers.</p>
<p><b>DISRUPTIVE BEHAVIOR</b> Elementary - Level 1, 2, 3 Secondary - Level 1, 2, 3</p>	<p>Disrupting the educational environment at school or on buses including, but not limited to, throwing objects, horseplay, etc... *Example(s): Screaming out in class or common student spaces (hallways, bathrooms, commons, lunchroom, gym), causing a scene with dramatic behaviors or noise. -slapping each other as play, pulling desks out from under students and inappropriate comments are all examples. *Inappropriate use of technology (cell phones, etc...) which is disruptive, should be coded under Inappropriate Usage of Communication Devices</p>
<p><b>DRESS CODE</b> Elementary - Level 1 Secondary - Level 1</p>	<p>Workplace environments have expectations for dress. School SBDM Councils may enhance expectations for student dress. The dress code ensures appropriate clothing that is not offensive, provocative or disruptive and that reinforces safe behaviors and a safe and orderly learning environment. For safety reasons, shoes must be worn at all times. We strongly encourage that shoes be secure through fit or strapping.</p>

### CODE OF CONDUCT OFFENSE DEFINITIONS

<p><b>DRUGS/ALCOHOL/ PARAPHERNALIA</b></p>	<p>This includes alcoholic beverages, narcotics, drugs, counterfeit drugs, synthetic drugs, look-alike drugs, prescription medicine, edibles, THC liquids, or other intoxicating substances as defined in <b><u>KRS Chapter 218A</u></b>. Drugs may also refer to any intoxicating substance, including synthetic drugs or other substances however taken or used, including inhaling, ingesting, and/or injecting and to any prohibited volatile substance as defined in <b><u>KRS 217.900</u></b> used or intended for an abusive or intoxicating purpose.</p> <p>Drugs defined as prescription must be taken in accordance with school policy requiring a written pre-approved medical form completed by a physician.</p>
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	<p>Possession of alcohol/drugs or being under the influence of alcohol/drugs is prohibited on school property or at a school-sponsored function. Possession includes items found on school property or at a school sponsored function. (To include, but not limited to the locker assigned to the student, vehicles driven by the student, any other place deposited by the student including purse, backpack, garbage container, etc.).</p> <p>Some examples of drug paraphernalia may be pipes, roach clips, hemostats, rolling papers, e-cigarettes, vapes, jules, etc. This list is not exhaustive.</p> <p><b>Drug/Alcohol Distribution</b>  <i>This is the sale of, transfer of, or the intent to sell or transfer alcoholic beverages, narcotics, drugs, counterfeit drugs, look alike drugs, or other intoxicating substances</i></p> <p><del>Drugs defined as prescription must be taken in accordance with school policy requiring a written pre-approved medical form completed by a physician.</del></p> <p><del>Some examples of drug paraphernalia may be pipes, roach clips, hemostats, rolling papers, e-cigarettes, vapes, jules, etc. This list is not exhaustive.</del></p> <p><del>Possession of alcohol/drugs or being under the influence of alcohol/drugs is prohibited on school property or at a school sponsored function. Possession includes items found on school property or at a school sponsored function. (To include, but not limited to the locker assigned to the student, vehicles driven by the student, any other place deposited by the student including purse, backpack, garbage container, etc.).</del></p> <p><b>Drug/Alcohol Possession/Use/Under the Influence</b>  <ul style="list-style-type: none"> <li>- Elementary - Level 3, 4 Secondary - Level 3, 4</li> </ul> <b>Drug/Alcohol Distribution</b>  <ul style="list-style-type: none"> <li>Elementary - Level 4 Secondary - Level 4</li> </ul> <b>Possession/Distribution of Drug Paraphernalia</b>  <ul style="list-style-type: none"> <li>- Elementary - Level 2, 3, 4 Secondary - Level 2, 3, 4</li> </ul> </p>
<p><b>DRUGS: OVER THE COUNTER (OTC) MEDICINE AND NON CONTROLLED PRESCRIPTION MEDICATION</b>  Elementary - Level 1, 2, 3  Secondary - Level 1, 2, 3</p>	<p>Distribution, sale, or possession of any over-the-counter (“OTC”) product or non-controlled prescription medication in a manner inconsistent with established procedure. Examples include, but are not limited to, the following:  Keeping any OTC remedy (e.g., aspirin, Tylenol®, antihistamines such as Benadryl®, or laxatives) or non-controlled prescription (e.g., an antibiotic or decongestant) in a backpack or locker.  Use of an OTC substance without prior notification of, and authorization by, school officials.  Providing, selling, offering, or obtaining any such item to/from another student (no evidence of misrepresentation as a drug).</p> <p><b><u>KCSD: Medication Guidelines</u></b></p>
<p><b>WILLFUL MISCONDUCT (Fighting) FIGHTING (Willful Misconduct)</b>  Elementary Level 2, 3  Secondary - Level 2, 3</p>	<p>Willingly engaging in physical contact for the purpose of inflicting harm on the other person. Any provocation (verbal/physical) may be considered a mitigation of the charge. A student who finds himself/herself the victim of an attack should make every effort to get out of the situation including blocking, running, and calling for help</p>

	<ul style="list-style-type: none"> <li>● <b>SEVERE</b> - Persistent engagement by either party with no regard to given directivities, may be considered severe willful misconduct.</li> </ul> <p>*Fighting which does not rise to the level of a law violation.</p>
<b>FAILURE TO COMPLETE ASSIGNMENTS</b> Elementary - Level 1 Secondary - Level 1	Includes failure to complete assignments and or bring materials for class. It is expected that, prior to any referral of this nature, the teacher must provide documentation of parent contact and teacher interventions.
<b>FAILURE TO COMPLY WITH DISCIPLINE</b> Elementary - Level 1, 2 Secondary - Level 1, 2	Failure to follow discipline given by the school including detention, Friday/Saturday school detention, and bus suspension. This may include students suspended or expelled from school being on school property or school sponsored events.
<b>FALSIFYING/FORGERY/COUNTERFEITING</b> Elementary - Level 1, 2 Secondary - Level 1, 2	Occurs when a person, with intent to defraud, deceive or injure another, falsely makes, completes or alters a written instrument (e.g., checks, transcripts, official identification, <b>currency</b> ).  *Example(s): Forged notes of any kind including absence notes, forged signature on permission slips or items being returned to school for any reason, false notes from doctors or others.
<b>FRAUD</b> Elementary - Level 2, 3 Secondary - Level 2, 3	A deception deliberately practiced in order to secure unfair or unlawful gain and/or a piece of trickery; a trick.
<b>GANGS, GANG-RELATED AND GANG-LIKE ACTIVITIES</b> Elementary - Level 3, 4 Secondary - Level 3, 4	The presence of, or student involvement in, gangs, gang-related, or gang-like activities on school property or at school-related events. Gang related items include but are not limited to the display of gang symbols, drawings, paraphernalia or apparel (bandanas, hats/caps, or any item that may interfere with the process of maintaining a safe school environment)

<b>HARASSMENT</b> Elementary - Level 3, 4 Secondary - Level 3, 4	This violation means performing any of the following with intent to intimidate, harass, annoy or alarm another person. ( <b>KRS 525.070</b> ) (1) Strikes, shoves, kicks, or otherwise subjects his/her to physical contact; (2) Attempts or threatens to strike, shove, kick, or otherwise subject the person to physical contact; (3) In a public place, makes an offensively coarse utterance, gesture, or display, or addresses abusive language to any person present; (4) Follows a person in or about a public place or places; (5) Engages in a course of conduct or repeatedly commits acts which alarm or seriously annoy such other person and which serve no legitimate purpose; or
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	<p>(6) Being enrolled as a student in a local school district, and while on school premises, on school-sponsored transportation, or at a school-sponsored event:</p> <ol style="list-style-type: none"> <li>1. Damages or commits a theft of the property of another student;</li> <li>2. Substantially disrupts the operation of the school; or</li> <li>3. Creates a hostile environment by means of any gestures, written communications, oral statements, or physical acts that a reasonable person under the circumstances should know would cause another student to suffer fear of physical harm, intimidation, humiliation, or embarrassment.</li> </ol> <p><i>Note: Acts motivated by race, color, national origin, age, religion, sex, gender identity, sexual orientation, disability, or any other reason not related to the student's individual capabilities may hinder the other party's health, safety, welfare or right to attend school or participate in school activities and will not be tolerated. Further, such acts: 1) Are subject to the district's harassment/discrimination complaint procedure; and 2) May represent serious violations of civil and/or criminal law.</i></p>
<p><b>INAPPROPRIATE/ UNSAFE BEHAVIOR- ELEMENTARY Only</b> Elementary—Level 2,3</p>	<p>Any action that could induce fear or jeopardize the safety of others</p>
<p><b>HAZING</b> Elementary - Level 2, 3 Secondary - Level 2, 3</p>	<p>Any humiliating or dangerous activity expected of a student to belong to a group, regardless of their willingness to participate.</p> <p><i>Please refer to the section on Bullying/Hazing on page 12 for additional information.</i></p>
<p><b>IMPROPER DRIVING</b> Secondary - Level 3</p>	<p>Intentionally placing self or other person(s) in harm's way or endangering the safety, health and/or welfare of self or others on school property or at school sponsored events, including but not limited to recklessly operating a motor vehicle.</p> <p>*Example(s): Speeding or unsafe reckless driving in a school parking lot, acting as if you are going to run over another person.</p>
<p><b>INAPPROPRIATE MATERIALS</b> Elementary - Level 1, 2 Secondary - Level 1, 2</p>	<p>Possession, handling, transmitting, or using inappropriate materials including, but not limited to, those that degrade, attack or endorse an ethnic background, religion and race, health, safety, sexually explicit, pornographic, and libelous items.</p>
<p><b>INAPPROPRIATE SEXUAL ACTIVITY CONDUCT</b> Secondary - Level 2, 3</p>	<p>Consensual sexual activity on school grounds or during a school sponsored event</p>
<p><b>INSUBORDINATION DEFIANCE OF AUTHORITY</b> Elementary - Level 1, 2 Secondary - Level 1,2</p>	<p>Refusal to comply with a reasonable request of school personnel. <b>Defiance of authority</b></p> <p>*Example(s): Anything that could be rational and law abiding students are asked to do and they refuse. If a teacher says to stop- Stop. <b>Includes failure to complete assignments and failure to comply with discipline.</b></p>

<p><b>LIBEL/SLANDER TOWARD ANY EMPLOYEE</b> Elementary - Level 3, 4 Secondary - Level 3, 4</p>	<p><b>Any statement or portrayal</b> (written/verbal/posted, etc.) on the Internet or any other communication <b>that falsely disparages anyone’s professional competence and/or reputation.</b> NOTE: In addition to school level consequences, our employee(s) and/or the District have the right to file criminal charges and/or civil litigation.</p>
<p><b>MARKETING OR BUYING AND/OR SELLING OF ITEMS</b> Elementary - Level 3 Secondary - Level 3</p>	<p>Marketing, buying and/or selling of items not previously approved by the building principal.</p>
<p><b>PROFANITY/VULGARITY</b> Elementary - Level 1, 2 Secondary - Level 1, 2</p>	<p>Spoken or written words that are recognized as swear or curse words. Some words while profane or vulgar may be deemed for grounds of other classification according to the code of conduct. The school principal makes the final decision on what constitutes word(s) as profanity/vulgar or other violation.</p>
<p><b>PUBLIC DISPLAY OF AFFECTION (PDA)</b> Elementary - Level 1, 2 Secondary - Level 1, 2</p>	<p>Inappropriate embracing, touching, kissing and/or activities that others see or witness to include viewing through security cameras.</p>
<p><b>ROBBERY</b> Elementary - Level 3, 4 Secondary - Level 3, 4</p>	<p>The taking or attempting to take anything of value from the care, custody, or control of another person or persons by force or threat of force and/or putting the victim in fear</p>
<p><b>SEXUAL MISCONDUCT</b> Elementary - Level 3, 4 Secondary - Level 3, 4</p>	<p>Subjecting another person(s) to sexual contact by forcible compulsion; or participant(s) subjecting another person to sexual contact who is incapable of consent because he/she: is physically helpless; less than sixteen (16) years old; or is mentally incapacitated including willing participant(s). This includes any type of Sexual Activity, Misconduct or Exposure at school, on the school bus or at any school sponsored event for any age student including (sexting) the act of sending sexually explicit messages or photos, videos, audio or visual files electronically, primarily between cell phones or other electronic media.</p>
<p><b>TERRORISTIC THREATENING</b> Elementary - Level 4 Secondary - Level 4</p>	<p>He/she threatens to commit any crime likely to result in death or serious physical injury to another person or likely to result in substantial property damage to another person; or intentionally makes false statements for the purpose of causing evacuation of a building, place of assembly, or facility of public transportation <b>KRS 508.078. Terroristic Threats will NOT be tolerated.</b> *Example(s): Pulling fire alarms, threatening to kill another person, bomb threats,-posting threats or weapons on social media. Students charged with terroristic threatening by law enforcement could face penalties and fines outlined in <b>KRS 532.060</b> and <b>534.030</b></p>

<p><b>THREATENING ANOTHER STUDENT OR STAFF MEMBER</b> Elementary - Level 1, 2, 3 Secondary - Level 1, 2, 3</p>	<p>Any statement, communication, conduct or gesture, including those in written form, directed toward another student <b>or a member of the staff</b> that causes reasonable apprehension of physical harm to person or property but does not rise to the level of harassment or to the level of terroristic threatening.</p>
<p><b>SMOKING/CHEWING/ SMOKING PARAPHERNALIA/ TOBACCO/ OTHER SMOKING PARAPHERNALIA</b> Elementary - Level 1, 2 Secondary - Level 1, 2</p>	<p>Use, possession, sale or transfer of tobacco products or possession of smoking paraphernalia (lighters, matches, tobacco packs, electronic cigarettes, jules, or other alternative nicotine product or vapor product etc.) Violation of this section <b>(KRS 438.311)</b> may also result in a fine and/or community service work assigned by the court.</p>
<p><b>UNDER THE INFLUENCE</b> Elementary — Level 3, Secondary — Level 3, 4</p>	<p><del>Includes all offenses of intoxication with the exception of driving under the influence. In Kentucky, this offense equates to alcohol intoxication and/or public intoxication, which occurs when a person appears in a public place manifestly under the influence of alcohol, a controlled substance, a synthetic substance, or other intoxicating substance.</del></p>
<p><b>VANDALISM (Criminal Mischief)</b> Elementary - Level 3, 4 Secondary - Level 3, 4</p>	<p>The intentional destruction, injury, disfigurement, or defacement of any public or private property without consent of the owner or person having custody or control (i.e. by cutting, tearing, breaking, marking, painting, drawing, or covering with filth). Loss of \$500.00 or more requires a police report.</p>
<p><b>VERBAL ABUSE</b> Elementary - Level <del>1, 2</del>, 3, 4 Secondary - Level <del>1, 2</del>, 3, 4</p>	<p>Using abusive and demeaning language: words that attack or injure an individual, words that cause one to believe an untrue statement, or words that speak falsely of an individual. This can include talking back, name calling, and/or creating socially rude interactions. <del>but does not rise to the level of harassment.</del> <b>If this does not rise to the level of harassment please choose a different code (disruptive behavior, insubordination).</b></p>
<p><b>Violation of Security Procedures</b> Elementary — Level 2, 3, 4 Secondary — Level 2, 3, 4</p>	<p><del>Compromising district and/or school security procedures or putting others at risk.</del></p> <p><del>*Example(s): Trespassing, failure to follow lock down, opening of exterior doors other than single monitored entrance, tampering of security cameras, telephone and/or fire alarm system, remaining on school grounds after posted hours without prior permission from school officials, use of fireworks, noxious substances, and intentionally reporting false tips to administrators, teachers, other sources, etc.</del></p>
<p><b>INAPPROPRIATE COMPUTER USE/VIOLATION OF AUP</b></p>	<p>Modifying the network or computer hardware and/or software to accomplish a goal outside of the district's original intent. Students have a right to an expectation of privacy while on school</p>

<p><b>VIOLATION OF DISTRICT ACCEPTABLE USE POLICY (AUP)</b> Elementary - Level 1, 2, 3 Secondary - Level 1, 2, 3</p>	<p>grounds. Due to this, unauthorized taping, duplication, audio, video, or other means or methods are strictly prohibited. This may include posting unauthorized materials online.</p>
<p><b>VIOLATION OF PERSONAL ELECTRONIC / TELECOMMUNICATION DEVICE POLICY</b> <b>Inappropriate Usage of COMMUNICATION</b> Elementary - Level 1, 2, 3 Secondary - Level 1, 2, 3</p>	<p>Personal Telecommunications Device means a device that emits an audible signal, vibrates, displays a message, or otherwise summons or delivers a communication to the possessor, including, but not limited to a media device, a smartphone, a tablet, a camera, a recorder, social media, cellular phone.</p> <p>Students and staff have a right to an expectation of privacy while on school grounds and on the bus. In response, unauthorized taping, duplication, picture taking, audio, video, or other means or methods are strictly prohibited. Personal electronic devices may be used by students during the school day with teacher permission for instructional purposes or as defined in SBDM policy. Sharing data between students via cable, peer to peer networking, or infrared during a classroom activity is only permitted with teacher approval. Devices will not be used to disrupt the educational process which includes, but is not limited to, posing a threat to academic integrity, violating confidentiality or privacy rights of an individual. Exceptions may be made by the principal on a case by case basis. <u>By choosing to allow your student to bring any type of COMMUNICATION DEVICES/CELL PHONES/OTHER DEVICES to school, parents/legal guardians agree and support the following:</u></p> <ul style="list-style-type: none"> <li>• When students violate prohibitions of this policy, they shall be subject to disciplinary action, including losing the privilege of bringing the device onto school property and being reported to their parent/guardian. A violation also may result in a report being made to law enforcement.</li> <li>• <u>The contents of cell phones may be searched by school administration with reasonable cause.</u> In addition, an administrator may confiscate the device, which shall only be returned to the student's parent/guardian. CONFISCATION MAY INCLUDE THE CELL PHONE, DEVICE, SIM CARD AND/OR MEMORY CARD.</li> <li>• <b>KRS 158.165</b> The school district accepts no responsibility for use, breakage, theft or loss of these personal items and to <b>AUP (Acceptable Use Policy)</b> violations.</li> <li>• Disruption of the learning environment through a personal device can be addressed through disruptive behavior.</li> </ul> <p>*Example(s): Students taking pictures of other students on their phones, modifying it and sending it to others. Students taking pictures/texting about other students and spreading rumors about the student in the messages. Students taking pictures of themselves or others, sending it around for personal gain. Students recording on school premises. Additionally, students using applications and/or social websites to intimidate, humiliate, or annoy another person may fall into this category.</p>
<p><b>WEAPON (FIREARM ONLY)</b> Elementary - Level 4 Secondary - Level 4</p>	<p>Use, Possession, Sale, Transfer or Distribution – A firearm is any weapon that will expel a projectile by the action of an explosive. This offense encompasses manufacture, sale, or possession of firearms on school property or at a school function. <b>(KRS 527.070).</b></p>

<b>WEAPON (NON FIREARM) OTHER/DANGEROUS INSTRUMENT/ LOOK-A-LIKE WEAPON</b> Elementary Level 3, 4 Secondary Level 3,4	Use, Possession, Sale, Transfer or Distribution – of any object determined by the principal with the intent to be dangerous, perceived to be dangerous, and/or capable of being readily used by one person to inflict severe bodily injury upon another person; examples include but are not limited to: air guns, knives, artificial knuckles, club, baton, nunchaku karate sticks. <b>(KRS 527.070)</b>
<b>WEAPON LOOK-ALIKE/DANGEROUS INSTRUMENT POSSESSION</b> Elementary - Level 3, 4 Secondary - Level 3, 4	Possible level 4 example: Using a look-alike gun to intimidate or harm.

### GENERAL DEFINITIONS

<b>BUS SUSPENSION</b>	Not permitting a student to ride the school bus to or from school for full or partial day (s) following appropriate due process procedures. While suspended, it will be the legal parent/guardian's responsibility to transport their child to/from school. Transportation is a privilege, not a right.
<b>COMMUNITY SERVICE</b>	Duties performed for the benefit of the school or community. Examples include but are not limited to cleaning, outside work, or assisting students or staff.
<b>DETENTION</b>	Detaining a student after school, before school, or during the student's free time (e.g. lunch) with advance notice to the parent and/or student as appropriate. Detention may be used as a teacher or administrator consequence based on school structures.
<b>Virtual Learning Program</b>	The Virtual Learning Program provides a voluntary, personalized learning pathway for students utilizing the Performance Based Instructional concept. In addition to an open enrollment process for all Kenton County students, this option may be offered to parents as part of the district administrative hearing process for Level 4 discipline offenses.
<b>DISTRICT ADMINISTRATIVE HEARING</b>	For Level 4 offenses, that may warrant more than a 10 day suspension, a District Administrative Hearing will be held. Outcomes of this hearing could include any/all disciplinary action outlined in the <i>Code of Acceptable Behavior and Conduct</i> and/or agreed upon by school and student/guardian. An Administrative Hearing may also result in the hearing officer recommending an expulsion hearing with the Board of Education.
<b>EDUCATIONAL NEGLECT</b>	Neglect is failure or lack of prudent care for a child's well-being through lack of adequate supervision, food, clothing, shelter, education, or medical care. An example of educational neglect is poor attendance.
<b>EXPULSION</b>	Removal of student's right to attend school for a period of time over 10 days not to exceed one calendar year. Following guidelines of the <i>Code of Expected Behavior and Conduct</i> , the principal

	may recommend expulsion in writing to the Superintendent. Only, the Board of Education has the authority to expel a student. Also, see school reassignment below.
<b>FAMILY INTERVENTION PLAN</b>	A plan developed during a meeting with a family, student, district representative, school representative, and occasionally the Cabinet for Health and Family Services. This plan is usually developed due to excessive unexcused absences with the goal of intervening and engaging community resources before reporting educational neglect or filing a court petition.
<b>FRIDAY/SATURDAY DETENTION</b>	Extended length detention after school on Friday or on a Saturday (may be used as an alternative to suspension at the principal's discretion).
<b>IN-SCHOOL SUSPENSION</b>	Students are removed from their regular classes to an isolated environment. Students will be in a restricted classroom with very restricted guidelines. Students will not be able to socialize with the student body and will eat lunch in a restricted classroom. Restroom breaks will be limited and closely supervised. Students in ISS will be allowed and expected to complete school work to be included as part of the final grade.
<b>LAW VIOLATIONS</b>	In areas where students violate state or federal laws, <b><i>charges and consequences in addition to those of the school code may follow through the court system</i></b> (e.g. theft, vandalism, weapons, tobacco violations, etc.).
<b>POSSESSION</b>	The word possession includes items found in a student's assigned locker, vehicles, and other places where the student deposited items (Purse, backpack, garbage container, etc., but are not limited to).

<b>MULTI-TIERED SYSTEM OF SUPPORTS (MTSS)</b>	The MTSS framework is designed to support academic and social/behavioral success for all students. The KCS D MTSS framework is built on a foundation of high quality instruction, Positive Interventions and Supports (PBIS), Social and Emotional Learning (SEL), and an Adult Advocate for every child.
<b>REPORT TO AUTHORITIES</b>	Any Kenton County employee who knows or has reasonable cause to believe that a school student has been the victim of a violation of any felony offense as specified in <b><u>KRS Chapter 508</u></b> (assault, wanton endangerment, stalking, menacing, terroristic threatening) committed by another student while on school premises, on school sponsored transportation, or at a school sponsored event must immediately make a report to the principal of the school the student attends. The principal will contact the student's legal parent/guardian and make a report to the local school board and local law enforcement agency. A report may coincide with any of the steps above. <b><u>KRS 158.14</u></b>
<b>SCHOOL REASSIGNMENT</b>	The superintendent or his/her designee has the right to reassign a student to a different placement within his/her school or to another school within the district following a recommendation for expulsion from the school. This placement may be for up to one calendar year.

<b>SUSPENSION</b>	Not permitting a student to attend school for full or partial day(s) following appropriate due process procedures. While suspended, students do not receive credit for daily assignments, but are allowed to make up major tests, quizzes and projects. While suspended, students are not permitted to attend school-sponsored events.
<b>STUDENT SEARCHES</b>	Although students have the right to freedom from unreasonable search and seizure, school officials have the right, under the law, to search students or their property whenever there is a reasonable suspicion that they have something that violates school rules or endangers others. Students may be searched to maintain the ongoing educational process, maintain order, and/or protect people and property. Searches may include the student and his or her locker, desk, automobile, or personal belongings. Police Canine Teams may conduct random and unannounced searches of general school areas, including school lockers and parking lots <b>if the superintendent has requested</b> . Hand-held metal detectors may be used on students when there is reasonable suspicion that the student is in possession of a weapon.
<b>STUDENT CONFERENCE</b>	Conference (informal or formal) held between the student and a member of the school administrative team.
<b>RESTORATIVE CONFERENCE</b>	Conference (informal or formal) held between the student and a member of the administrative team that uses the IIRP Restorative Questions Card.

#### Video/Photo Disclosure

Video tapes, photographs and web page photos are often produced by school personnel and by outside media during the course of the school year. Kenton County School District may display the product of a student's school related academics, athletic, musical and/or art work, including video or photographic likeness, on the district/school websites. If you do not wish your child to be videotaped, photographed or their photo placed on a web page please complete the **video / photo disclosure form**. Please note this does not include school pictures or yearbooks.

#### Automated Calls Disclosure

Your child's school, along with the Kenton County School District, will from time to time send automated phone messages using our Bright Arrow call system. If you'd like to not receive these automated calls, please complete the **automated calls disclosure form**. Please note that by opting out you will not receive school related calls, safety calls and weather related calls.

#### Directory Information Disclosure

Under the Family Educational Rights and Privacy Act (FERPA), Schools may disclose, without consent, "directory" information such as a student's name, address, telephone number, date and place of birth, honors and awards, and dates of attendance. If you would like more information or if you would like the Kenton County School District to not disclose your student's directory information, please complete the **directory information disclosure form**.

#### PPRA Disclosure

The **Protection of Pupil Rights Amendment (PPRA)** affords parents and students 18 years or older certain rights regarding conduct of surveys, collection and use of information for marketing purposes, and certain physical examinations. To view more information on this disclosure please visit this [Link](#).

#### **Terroristic Threatening**

A hard copy of the [Superintendent Letter Explaining Terroristic Threatening](#) and the consequences was sent home with every student on the first day of school or when enrolled. An electronic copy can be viewed at this [Link](#).

#### **Student Acceptable Use Policy**

This links to the KCSD Acceptable Use Policy for students to access the KCSD network and email. The school must have a signed AUP on file. Hardcopies are distributed to every student on the first day of school or when they enroll. It is also available at this [Link](#).

#### **Student/Parent Device Agreement Form**

Please sign the [Student/Parent Device Agreement Form](#) showing that Parents/Guardians have read, understand, and agree to the information/terms in the digital conversion handbook, the student pledge, and Kenton County Schools Acceptable Use Policy. KCSD Access to Electronic Media follows board policy: [08.3232](#)

**\*if you do not have access to the internet at home and would like a copy of the above disclosures, please ask your school's office.**

#### **Title One Parent Notification Letter**

Each year, Title I schools are required to notify parents/guardians of their rights to request information regarding the professional qualifications of your child's teachers. The hyperlinked letter explains the process to request information. [Title One Parent Notification Letter](#)